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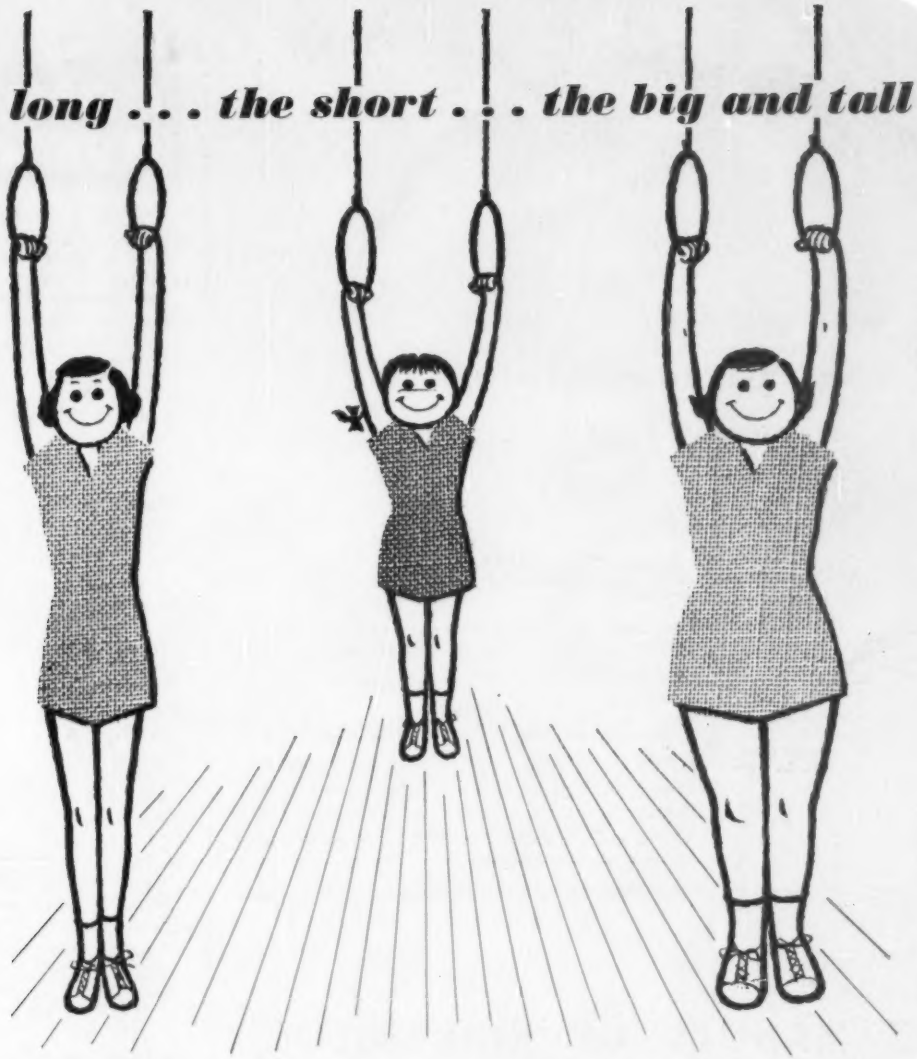

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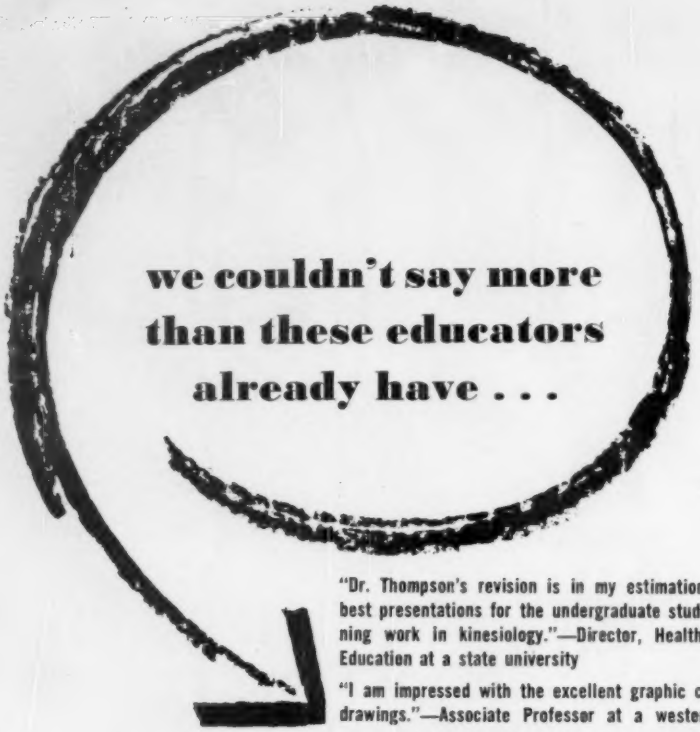

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By CLEM W. THOMPSON, Ph.D., F.A.C.S.M., Professor of Health and Physical Education, Mankato State College, Mankato, Minn.; formerly of Boston University, Boston, Mass. Published February, 1961. 4th edition, 159 pages, 7¼" x 10½", illustrated. Price, $3.75.

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COMING EVENTS

1961

December 11-12
Planning Committee Meeting for National Conference on Secondary School Athletic Administration, AAHPER, Washington, D. C.

December 27-29
1961 College Physical Education Association Convention, Kansas City, Missouri

1962

January 8-12
National Conference on Professional Preparation in HPER, AAHPER, NEA Center, Washington, D. C.

January 11-13
National Collegiate Athletic Association Convention, Chicago
National Soccer Coaches Association of America Meeting, New York City

January 11-14
American Football Coaches Association Meeting, Chicago

February 4-10
National Children's Dental Health Week

February 7-13
Boy Scout Week

February 27-March 2
AAHPER Southern District Convention, Little Rock, Arkansas

March 12-18
Girl Scout Week

March 15-17
NAIA Annual Tournament and Meeting, Kansas City, Missouri

March 18-21
AAHPER Eastern District Convention, Boston, Massachusetts

March 21-23
AAHPER Central District Convention, Omaha, Nebraska

March 23-24
National Conference on Athletic Administration in Colleges and Universities, Louisville, Kentucky

March 25-28
Seventeenth Annual Conference of the Girls Clubs of America, New York City

March 28-31
AAHPER Southwest District Convention, Las Vegas, Nevada

March 29
Annual Meeting of the National Association of Gymnastic Coaches, Albuquerque, New Mexico.

April 3-5
National Association for Physical Education of College Women conference, Cincinnati, Ohio

April 6-10
Annual convention of the American Association for Health, Physical Education, Recreation, joint session with Midwest District, Cincinnati, Ohio

April 25-29
AAHPER Northwest District Convention, Salem, Oregon

May 4-7
Annual Meeting of the American College of Sports Medicine, Oklahoma City

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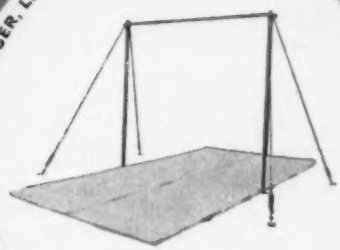

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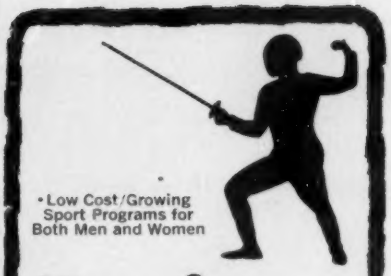
Use of the out-of-doors as an extension of the classroom should not be limited to balmy spring mornings and crisp fall days. There is much to learn in the wintertime, too, with added excitement for those regions with seasonal snow and ice. Photo by Boston University.



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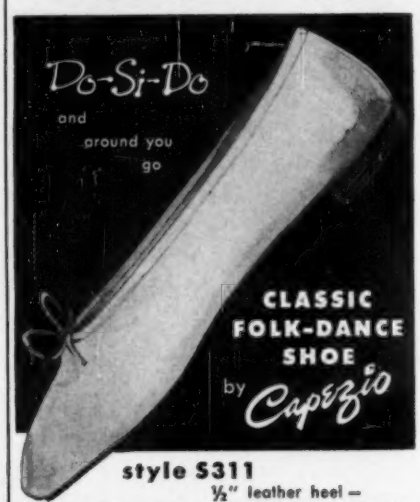

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EDITOR'S MAIL

Letters from Africa

AFTER COMPLETING a study tour on a fellowship from one of your American colleges, I cannot refrain from expressing my sincere appreciation and my admiration for the physical educators in your country. My travels took me from coast to coast and everywhere I went I met with the same friendliness and sincerity both personally and professionally. I was impressed by the standard of work at all the training centers which I visited and also by the openmindedness during discussions. Notable also was the regard for professional etiquette. It was my good fortune to attend several conferences during my visit, and I feel that your well-organized association makes cooperation possible on a vast continent. Your journal, which is widely read, should be the best way to reach and to thank everyone who assisted in making my tour a success.—*Isabelle Nel, Department of Physical Education, University of Stellenbosch, Stellenbosch, South Africa.*

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(See listing in October 1961 JOURNAL, pages 27-44)

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Helen M. Slocum, Univ. of Minnesota, Minneapolis 14

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Herman N. Neilson, Hampton Institute, Hampton, Virginia

Jessica Nixon, San Jose State College, San Jose 14, California

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Comittee to Determine the Need and Propose an Appropriate Resource and Information Clearing House: *Staff Liaison,* George F. Anderson

Joint Committee of AAHPER and NEA Department of Classroom Teachers: Frances Stuart, *co-chairman* (other co-chairman is from the Department of Classroom Teachers; William Blake is member of committee)

Committee on Legal Liability: *Special Consultant,* Richard L. Morgan, National Commission on Professional Rights and Responsibilities, NEA, 1201 - 16th St., Washington 6, D. C.

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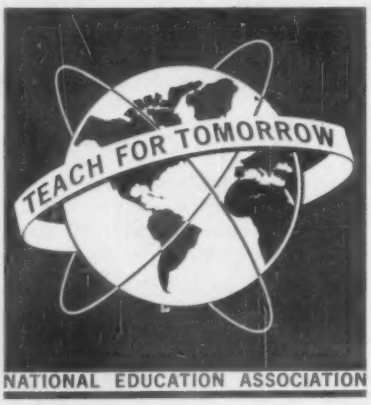

Committee to Constantly Reexamine the Structure and Functions of the AAHPER: Caroline Sinclair is from the Southern District

Section Officers Changes

Recreation Division, Voluntary and Youth Serving Agencies Section: *Secretary,* Margaret Crishal, YWCA, Cincinnati, Ohio

Division of Safety Education, Recreational Safety Section: *Chairman,* Dewey F. Langston, Eastern New Mexico Univ., Portales; *Secretary,* William Freeberg, Southern Illinois Univ., Carbondale

General Division, Measurement and Evaluation Section: *Secretary,* Kay Luttgens, Bouvé-Boston School of Physical Education and Physical Therapy, Medford, Massachusetts

Directors for Student Services, Additions

Delaware: E. Preston Mitchell, Delaware State College, Dover

Illinois: Edward J. Shea, Southern Illinois Univ., Carbondale

Membership Directors, Additions

Arizona: Beverly Nelson, 1818 West Highland Ave., Phoenix

Puerto Rico: Jose Seda, Univ. of Puerto Rico, Box 2012, Rio Piedras

Publications Directors Changes

California, North: Robert Irving, Sacramento County Schools, 4351 Power Hill Rd., Sacramento 26

Colorado: Ann Sprague, Univ. of Colorado, Boulder

Idaho: Margaret Coffey, Dept. of Physical Education for Women, Univ. of Idaho, Moscow

Indiana: Margaret M. Thompson, Purdue Univ., Lafayette

Louisiana: Charles Thomas, State Dept. of Education, Baton Rouge

Michigan: To be appointed

New York, Upstate: Whitney Corey, 37 Pearl St., Cortland

Vermont: To be appointed

State Directors of HPER, Corrections

Connecticut: Bernard Donat and Ruth V. Byler, consultants in health and physical education

Iowa: *Paul F. Johnston, superintendent of public instruction, State Department of Public Instruction, Des Moines

Oregon: Ralph J. Dyson and Betty Owen, consultants in physical education

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Forum on Fitness

This is the second in a series devoted to questions and answers about physical fitness. We welcome your requests for information. Please send them to the *Journal of Health, Physical Education, Recreation,* 1201 16th Street, N.W., Washington 6, D. C.

Question: Does the President's Council on Youth Fitness advocate screening tests and physical achievement tests for children in primary grades (K-3)?

Answer: The testing program recommended by the Council begins at age 10. This is the earliest age for which national norms are available. In addition, there is some question whether primary age children can perform the tests correctly and whether physical performance tests are proper for children of that age. Some school districts are testing their children in grades 1-3, using local tests and/or norms. The Council would encourage such districts to conduct this testing on an exploratory basis and to evaluate carefully the procedures and results. The Council booklet entitled *Youth Physical Fitness* does offer suggestions of program activities for the primary grades. An AAHPER Research Council Committee under the chairmanship of Naomi Allenbaugh, Ohio State University, is now completing a two-year project to identify desirable fitness activities and skills progressions for children in grades K-4. These materials will be available within the year.

Question: Testing in grade 4 offers a problem because many fourth graders, especially at the beginning of the year, are nine-year-olds. How should this be handled?

Answer: The individual school or school district will, of course, make its own adaptations. If the number of 10-year-olds in fourth grade is relatively small, it may be well to begin the testing at the fifth grade. On the other hand, it may be feasible to test the entire fourth grade, apply the age 10 norms where appropriate, and use local or approximate norms for the nine-year-olds. By using the age-height-weight classification plan perhaps the national norms will be applicable to more children.

Question: Isn't it better to use the age-height-weight classification as a basis of testing rather than age alone?

Answer: Yes. Grouping on the basis of the three factors—age, height, and weight—is recommended wherever feasible. The President's Council believed that it should use chronological age as the basis, for this is simpler to use on a nationwide scale. The AAHPER test manual provides national norms based on both methods of grouping.

Question: How do health groups and recreation agencies relate to the school-centered fitness program of the President's Council?

Answer: The Council's initial efforts are focused on a school-related function with heavy emphasis upon curriculum. The recommendations are founded upon a high quality school health program. All agencies involved in promoting a good school health program can make an important contribution to strengthening the physical fitness of school children by applying the recommendations given in the Council booklet and in the basic health references listed on page 3 of the booklet.

Youth Physical Fitness also suggests important community relationships in extra-class fitness opportunities. The Council is now considering other ways to encourage recreation agencies in promoting youth physical fitness during out-of-school hours.

FITNESS MATERIALS FROM AAHPER

AAHPER Youth Fitness Test Manual ... 75¢
National physical fitness test battery for ages 10-17 and 18-30. Full instructions. Illus. 68 p.

Personal Fitness Record ... 5¢
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Form for recording data for class or group. 8½x11 cards. Minimum quantity 25.

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Inventory checklist to help school and community leader to assess total resources and program effectiveness. (24-157)

Children and Fitness ... $1.50
Recommendation for elementary school educators. (24-188)

Youth and Fitness ... $1.50
Recommendation for secondary school educators. (24-144)

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Revision in preparation. Ready Jan. 1962. Clothbound. (24-178)

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Profile charts for recording height and weight for ages 4-18. Over 25: 10¢ each. (24-868)

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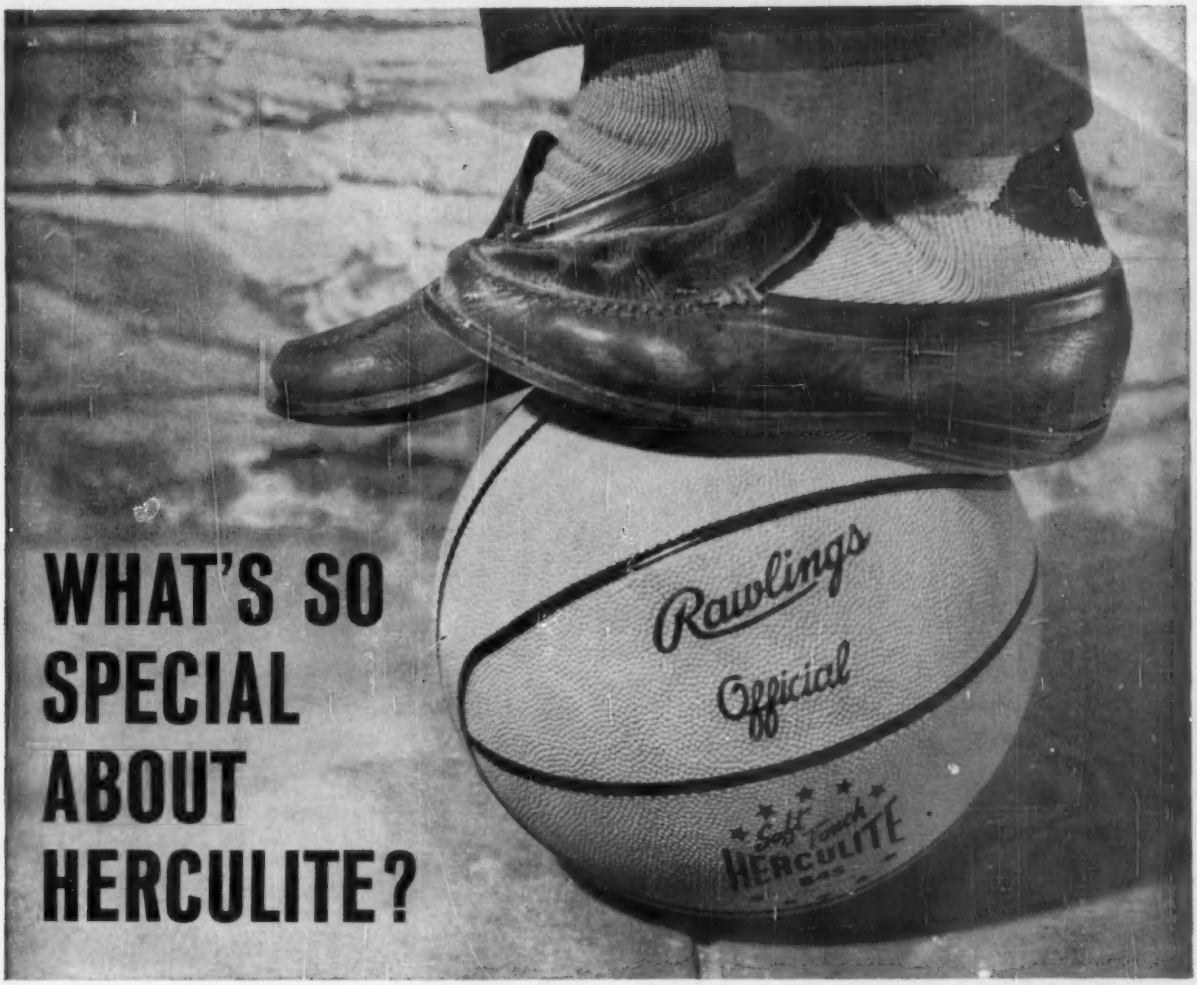
Order from AAHPER-NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

One copy of the Meredith Willson tune, "Chicken Fat," available about January 1, will be given to each school in the nation by a special arrangement with the National Junior Chamber of Commerce. Schools wishing to receive the Capitol recording should contact the nearest local Jaycee chapter. Willson composed words and music to go with a set of calisthenics in an effort to promote national physical fitness. The ballad was premiered on The Dinah Shore Show on television October 6.



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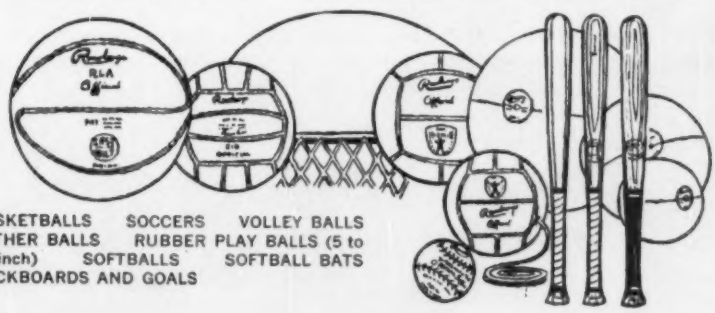

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NOTES FROM ASSOCIATION HEADQUARTERS

MEMBERS OF THE AAHPER BOARD OF DIRECTORS met in the beautiful Indiana Memorial Union at Indiana University, Bloomington, for the second interim meeting, November 5-7. Host and President Arthur S. Daniels, dean of Indiana's College of Health, Physical Education, and Recreation presided. The 17 members of the board devoted most of their waking hours to deliberation on many matters of Association business; the major decisions and highlights are covered in the notes below.

Members of the Representative Assembly will receive the complete official minutes in December. This gives time to study recommendations, committee reports, and other important issues before the annual meeting on April 9 at the 77th Anniversary Convention in Cincinnati.

THE DECISION TO TAKE PART IN THE NEW NEA Investment Plan may prove to be of greatest, long-range significance. The Board approved the investment of 50 percent of Association savings in the "pool" plan in which NEA has invited departments to participate. This pooling of investment funds makes possible greater returns as well as more highly-specialized supervision. At the present time AAHPER has a 10-year investment program which includes placing all life memberships in savings. This policy may be redetermined by formal recommendation of the Finance Committee and Board approval.

CHANGE IN THE NAME OF THE SECTION for City and County Directors and Supervisors to Council of City and County Directors and Supervisors in the General Division was recommended by the Board. Since this involves a change in the constitution and by-laws, a mail vote of the Representative Assembly is now underway.

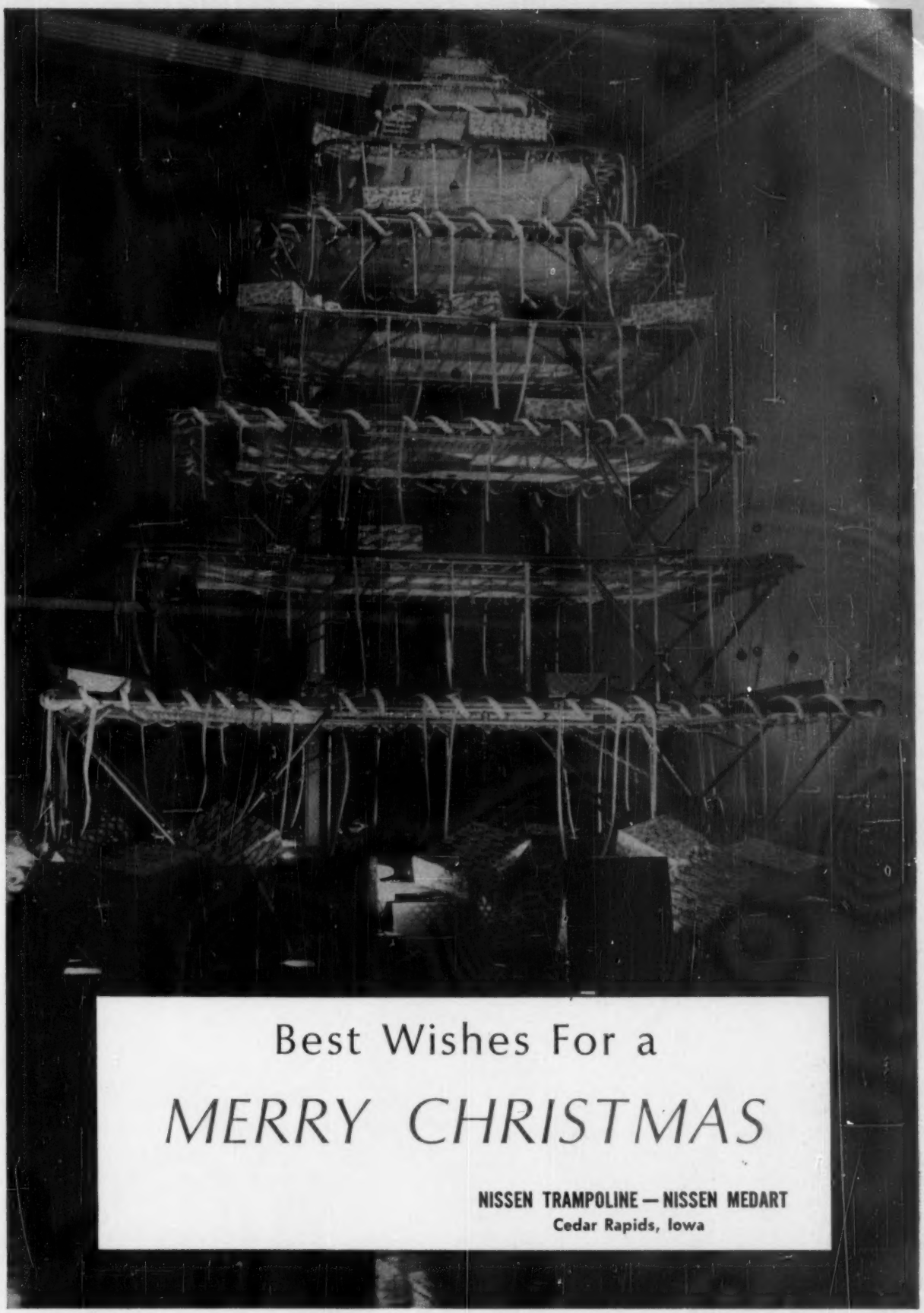
THE BOARD APPROVED A NEW PLAN of scheduling so that National Conventions may be held more frequently in districts which have a greater attendance potential. The plan was developed by a president's committee set up to assess the frequent requests of the Associated Exhibitors to make adjustments in the district rotation plan. Under the new plan, the schedule for the next five years will be: Central in 1963; Eastern, '64; Southern, '65; Midwest, '66; and Southwest, '67.

TWO MORE AQUATICS WORKSHOPS to be conducted during the summer of 1962 and jointly sponsored by AAHPER and the National Red Cross were approved. The highly successful pilot workshop at Indiana University last August prepared leaders in water sports and waterfront first aid. Inquiries may be addressed to Dr. Charles Peter Yost at West Virginia University or Dr. Bernard I. Loft of Indiana University.

ACTION WAS TAKEN TO ADOPT THE NEW NEA salary schedule as the guide for classifying and setting the salaries of the Headquarters staff, retroactive to June 1, 1961. The plan, which was adopted by NEA last spring, is the result of a long (since 1955) and careful study in which AAHPER participated.

A SPECIAL HIGHLIGHT OF THE MEETING was the luncheon given by President Herman B. Wells of Indiana University for the Board. President Wells spoke warmly and knowledgeably of health, physical education, and recreation—and its implications on the international scene.

Pictured at the AAHPER Board of Directors meeting at Indiana University are, standing l. to r.: Arthur A. Esslinger, Spurgeon Cherry, Glen Galligan, Wallace A. Wesley, Katherine Ley, O. I. Hunter, Catherine Allen, King McCristal, Ethel Martus, Leonard Marti, H. Dan Corbin, Lloyd Messersmith, Laura Huelster, John Shaw, Sara Staff Jernigan, John Lawther; seated, l. to r., Charles Peter Yost, Minnie Lynn, William Streit, Ruth Russell, Anita Aldrich, Billie Rogers, Carl A. Troester, Jr., Arthur S. Daniels, Ray O. Duncan. This is the second time the Board has held a fall meeting.



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Cedar Rapids, Iowa

Add to the Voice of the Profession

January is AAHPER Membership Drive Month. This is the time when national membership directors and other key leaders in each state are working especially hard to contact those in our areas of concern who may not yet be sharing the efforts, the professional benefits, and the special services of the national association.

You can help the membership director in your state (listed on page 41, October JOURNAL) by urging nonmembers to join and giving them good reasons for doing so. Many do not know what the Association does to support the work of the individual teacher or recreation leader. Perhaps we can help here by mentioning some of the specific things now being done that reflect in the state and local picture.

- AAHPER provides information which members of the profession cannot get elsewhere—in the JOURNAL, RESEARCH QUARTERLY, and special publications. The JOURNAL keeps readers up to date on new professional books, films, equipment, facilities, and other essential tools and innovations.
- AAHPER takes part in the activities of general education (NEA) at the national level in much the same way that HPER divisions and departments are part of schools and colleges throughout the country. There are many examples but one which affects greatly the individual in HPER is our cooperation with NEA's press, radio, and TV projects.

  Item: "Parents Ask About School," a completely new 13-week series of half-hour television programs, is now being shown on some 200 television stations and viewed by approximately 40 million persons throughout the United States. Two films in the series deal with specific questions about physical education: "Are Our Schools Up To Date?" and "Will We Have Year 'Round School?"

  Item: A leaflet, *Your Child Can't Sit and Keep Fit*, was sent out with the American Education Week materials in November to thousands of interested parents. These attractive and informative leaflets are in great demand and will continue to be distributed and promoted in the year ahead.
- AAHPER works constantly for state and federal legislation favorable to HPER programs.

  Item: Much effort is being directed toward seeking the recognition that physical fitness should be part of the National Defense Education Act.

  Item: Positive assistance is given to help state associations face the crucial legislative battles which often disrupt entire statewide programs.
- AAHPER committees, made up of authorities in the various specialties, are working constantly to improve curriculum materials, visual aids, and other tools needed in our classrooms. National conferences are frequently arranged as part of this process.

  Item: Naomi Allenbaugh of Ohio State University is chairman of a committee working to determine the physical skills which can be expected of children in grades K-4. The study, now nearly complete, will recommend skill progressions, test these in schools with primary school children, and prepare a teaching guide.

  Item: Another AAHPER research team, headed by Frank D. Sills of State College, East Stroudsburg, Pennsylvania, is establishing the particular skills required in selected sports, aquatics, gymnastics, and rhythms.

  Item: Both of these efforts are related to a total curriculum study, proposed by AAHPER President Arthur S. Daniels, Indiana University, last year. The whole undertaking is intended to provide a more orderly sequence and progression in the teaching of physical education in grades K-12.

These few examples illustrate the programs which members design and support. Though specialties vary, our common core of interest lies in developing higher professional standards, promoting comprehensive programs for boys and girls, increasing the space and facilities for wholesome physical activities in school and community, and in seeing to it that the public grows continually more aware of the need for our programs.

Many nonmembers may not know about the special membership services—the AAHPER Placement Service, the two group insurance plans, and the AAHPER hotel plan, for example. We hope you will help in the January Membership Drive by acquainting nonmembers with the specifics that will persuade them to join. The voice of our profession grows stronger with each new member.

Carl A. Troester Jr.

Cultural Impact on Physical Education

Cultural concepts shape the curriculum, but the physical educator does not have to drift with the social stream. If he understands the flow of cultural currents, he can play a useful role in detecting and directing their influence.

D. B. VAN DALEN

CULTURE has been shaping human lives and educational programs down through the ages, but theorists did not make a concentrated scientific study of man-cultural relationships until this century. Different conditions impelled scholars from various disciplines to undertake such investigations at approximately the same time. Biologists and psychologists, for example, confined their attention primarily to the organism itself during the nineteenth century. But after accumulating considerable information, they realized that some factors that condition the functioning of human beings lie not within the organism but in the environment. A few scholars probed these relationships and came to view man as a unified socio-physical field of interacting forces.

About the turn of the century, social scientists also found factors converging that hastened the development of cultural studies in their field. The dislocations caused by industrialization and immigration; the compulsory attendance laws that brought children from all walks of life into the schools; the desire to Americanize, unify, and uplift our society; and, later, the nationalistic themes of the war years and the distress during the depression of the 1930's intensified men's concern about the effect of culture on the individual.

The writings of John Dewey reveal that educators changed their thinking about the nature of man by treading the same intellectual pathways as other scholars. In 1897 Dewey wrote, "I believe that this educational process has two sides—one psychological and one sociological. . . . Of these two sides, the psychological is the basis. The child's own instincts and powers furnish the material and give the starting-point for all education."[1] Nearly two decades later, in *Democracy and Education*, Dewey placed the social aspect of education first. He rejected the idea that growth is merely a spontaneous unfolding of inborn characteristics and emphasized that "the social environment forms the mental and emotional disposition of behavior in individuals. . . ."[2]

Physical educators found it necessary to reorient their thinking just as Dewey had. In the nineteenth century, they rooted their programs in the organism-centered theories of that era. Some of the early leaders were medical men who were most concerned with the structure and function of the organism. Hence, objectives were couched in terms of strength, endurance, posture, and improvement of bodily functions; the dominant emphasis was given to the biological consideration of man. Edward Hitchcock, for example, believed that the "sole objective" of physical education was to keep bodily health up to normal standards so that the mind may accomplish the most work, and to preserve the bodily powers in full activity. Dudley A. Sargent taught that the highest ideal of physical training was the improvement of the individual man in structure and function.

But prior to World War I, the newer sociological concepts seeped into our literature and in the 1930's they gained considerable currency. Professional leaders, such as Thomas D. Wood, Clark W. Hetherington, Luther H. Gulick, Jesse F. Williams, Jay B. Nash, and Rosalind Cassidy, caught glimpses of the impact of culture on the individual. Wood, for instance, believed that physical education must have an aim as broad as education itself and as noble and inspiring as human life. The great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education, and then the effort to make the physical contribute its full share to the life of the individual, in environment, training, and culture, according to Wood.

As more and more educators were trained in schools of education where emphasis was given to the newer concepts, the profession began to extend its objectives. It now embraces the concept of total fitness which includes psycho-emotional and civic-social as well as physical-motor fitness.

Today, we generally recognize that man is shaped by cultural norms and expectancies as well as by the genes of his forebears, that the continuous

Dr. Van Dalen is professor of education, School of Education, University of Pittsburgh. He is chairman of AAHPER's History and Philosophy Section, Physical Education Division, 1961-62.

[1]"The Pedagogical Creed of Professor John Dewey," *Educational Creeds of the Nineteenth Century*, O. H. Land, editor, New York: Kellogg, 1898, p. 6.

[2]New York: Macmillan, 1916, p. 19.

interplay of environmental and hereditary forces mold the human organism. Man is structured for movement, but as Eleanor Metheny[3] has pointed out, it is the human being who moves and he is more than a biological entity. A creature comprising only hereditary qualities is not known to exist. The basis of human development rests in the germ plasm, but from the time of birth — perhaps even before — "environmental hammers" beat upon these genetic factors to shape them into culturally approved patterns.

Man's hand, for instance, is a genetically patterned instrumentality of the body. Structurally and functionally hands are similar whether they are black, yellow, or white—but hands will exhibit differences in behavior. Society may train them to make the sign of the cross or the fascistic salute, to apply nail polish or a tribal tattoo, to throw a spear or type a letter. The body also may be culturally conditioned, for convention may cause humans to bind their feet, flatten their heads, scar their chests, or attain an hourglass or boyish figure. Society may determine whether a schoolboy chooses to kick a soccer ball or a football. From the time a child is born, the culture baits him with promises of punishment and premiums of prestige to develop the approved attitudes toward sports, games, dances, competition, diet, and hygienic practices.

Cultural Concepts Determine Curriculum Content

All physical education programs may be somewhat similar, but the prevailing cultural concepts determine what and how much is taught, and by what methods. The ancient Spartans demanded that the educational curriculum be devoted almost exclusively to physical education; men in the Dark Ages proscribed physical activities. Corecreational activities are encouraged in some parts of the world and frowned upon in others. The Norwegians want children to ski, in Venice gondoliering is part of the curriculum, and in Indiana basketball is king. Some societies, such as the Arapesh, instill trusting, gentle, cooperative behavior in children; others, such as the Mundugumor instill hostile, aggressive, individualistic behavior in youths. In short, the substance and vitality of the physical education program is determined by the environmental soil in which it is rooted.

"Research has opened exhilarating new vistas in medicine, in man's quest for a fuller, better life. But scarcely tapped or mostly dormant is a do-it-yourself factor—keeping physically fit. Every American has it within his capabilities to contribute in some measure to the nation's vigor by improving his physical well-being and efficiency."

ABRAHAM RIBICOFF, Secretary of Health, Education, and Welfare, in his "Report on the Nation's Health," Today's Health, August, 1961.

The theory that the culture conditions the curriculum has gained wide acceptance in the profession, but problems have arisen in interpreting and applying the theory. Some people have assumed that the profession should substitute sociological man for biological man. This is not the case. Culture does not eliminate the biological man—every culture copes with it, but each in its own way. Man is born with psychobiological potentialities which provide the border lines for culturally developed behavior, but the culture determines in what directions, to what extent, and by what means these propensities move.

Physical educators do not develop youths' biological capacities without some end in view; they direct pupils' growth toward the ideals of society. Hence, the best provisions for the biological development of youths can be made if members of the profession are well informed concerning the nature and needs of the human organism, understand the character of the culture and its impact on the individual, and can utilize this knowledge to uplift biological-cultural standards. But many physical educators become confused and discouraged when developing their programs because they have not fully comprehended the complex and dynamic nature of cultural processes.

What is culture? It is not a simple, inflexible, isolated entity. It is an intricate and modifiable mesh of behavioral patterns created by generations of effort which man learns, accepts, and practices. Culture is not an entity, but rather what individuals do.[4] And people act in accordance with the standards handed down by their community. These standards vary not only from distant culture to distant culture but also from region to region in the United States. Moreover, people do not conform to a single code of behavior, but rather to the standards established by various subcultures with which they are affiliated.

Conflicting Values Cloud the Issue

Complex and often conflicting human interests condition men's behavior, for they strive to maintain status in many social groups. Geographically, a man may observe the mores of the Deep South or the Far West; economically, he may have the outlook of a farm hand or an automobile manufacturer; religiously, he may observe the practices of a Protestant or Jew; maturationally, he may conform to the pattern of the juke box crowd or social security set. These groups may hold similar or divergent views; some exert greater force on the schools than others; some wish to promote physical education activities that others reject. The curriculum usually consists of the best compromises that can be reached by the various cultural interests. If members of one social

[3] "Man Is a Bio-Psycho-Socio-Philosophical Organism Capable of Voluntary Movement," *The Physical Educator* 16: 83; October 1959.

[4] To attribute a "superorganic" force to culture is to slip into an error of "reification," that is, endowing a scientific abstraction with life. In this paper, I have referred to culture as determining, doing, influencing this or that in regard to individuals or members of a social group. This usage is employed only as a shorthand way of saying that "the members of a particular society bearing their culture" are doing this or that. Culture is not a superhuman system, final and unchanging, beyond man's control. It is a human creation. It is man's effort to pattern his personal life and to provide for group living.

elite or of a few subcultures unite and insist on a program that is not acceptable to the other groups, either a clash and compromise occur, or the minority group will withdraw from active participation and look elsewhere for educational experiences.

Each culture constructs its own scale of values. Men, for example, may arrange the following goals in a descending ladder of importance: group survival, economic security, spiritual well-being, and social satisfactions. Since these values are not held to be of equal worth, patterns of behavior that conflict with the lower valued ideals are sometimes accepted. People in the Southern states, for example, may strongly favor segregation, but other things may hold a higher place in their hierarchy of values. When sports and segregation patterns clash, Howard Zinn suggests that many Southerners will not cling to segregation if it means giving up popular sports. He points out that Georgia Tech students showed this "by their near-violent reaction when it appeared that segregation would cause cancellation of an important game."[5] Moreover, Georgia legislators called for the impeachment of seven Supreme Court Justices in the same session that they buried a sports segregation bill that would have affected a major league farm club and would have deprived the state of the business it stimulates.

Group-held scales of value do not remain static. From time to time, men may shift ideals to a position of greater or lesser importance. In our early colonial days, economic and religious goals were emphasized and social satisfactions were proscribed, but when economic advances were made social life became culturally acceptable. Indeed, wealthy parents were anxious for the academies to teach dancing. In our early agricultural and industrial society, rugged individualism and brute strength were the cultural ideal; in our mechanized society, the well-coordinated, verbally-socially skilled organization man is the ideal. When our national security was threatened during the 1940's, periodicals bristled with articles demanding increased time allotments for more vigorous physical education programs. When the Russians thrust Sputnik in orbit, a sudden shift in thinking took place and society sought to place emphasis on science.

Cultural Cross Currents

Sometimes cultural changes come slowly, almost imperceptibly; sometimes they come swiftly, almost cataclysmically. Physical educators find that they are continuously caught in cultural cross currents. "In a sense neither the teachers nor the profession make their difficulties. These are made for them by the culture."[6] But the physical educator does not have to remain mere flotsam on the social sea; he can play a useful role in detecting and directing the flow of cultural currents.

Clashing with the culture because of ignorance, indifference, or ineptness concerning local mores can lead to suspicion, disapproval, or rejection of the physical education program. But if one has an intimate knowledge of people's values and strivings, he can select wholesome developmental activities for youths that the community will accept. For example, initiating a park recreation program with a blaring rock and roll dance in a conservative neighborhood of Dutch background may be offensive to traditional mores, but offering ice-skating or folk dances of Holland, which achieve the same physical and social ends, may not only reduce resistance to the program but win enthusiastic support for it. And eventually one may be able to broaden citizens' viewpoints and encourage the acceptance of other activities. One must not look upon culture as a strait jacket that limits progress but as a rich source of creative clues for expanding and enriching the physical education program.

The Responsibility for Change

Members of our profession must start where the community stands, but we are also responsible for uplifting society. Love of physical activity is a dominant interest of men. The opportunity, indeed obligation, to propose, modify, and articulate practices that will provide for this human drive and direct it toward worthy ends is ours. If we fail to act, even segments of society with the highest motives may make unwise decisions when groping to implement physical-social activities. But if we can detect when groups are considering new programs, we can volunteer to help them draft plans that incorporate proper provisions for the socio-biological needs of youths. When criticism is not offered until programs are well-rooted and considerable individual and institutional ego and economic involvement are associated with them, eliminating objectionable practices is often difficult.

Because of selfish interests some groups will disregard advice whether it is given early or late. When this occurs, physical educators must serve as cultural watchdogs and immediately alert constructive social groups concerning the dangers that exist. It is our duty to mobilize resisting forces whenever anyone persists in promoting activities without adequately providing for the well-being of youths or with the intent of infiltrating their minds with culturally unacceptable ideological concepts.

Our Role as Cultural Movers

Culture shapes the character of the curriculum, but physical educators should not unreflectively conform to existing social standards. It is our responsibility to provide for the development and integration of youths' potentialities within the framework sanctioned by social norms; to identify and examine conflicting social goals with youths and society and plan how to lessen the psychological strains experienced in making choices; and to search for greater cultural excellence by helping society sift through its concepts, discarding the dead and deleterious ones, widening and deepening those of greatest significance, and lifting men toward the high ideals that they avow but have not fully incorporated in their institutions. ★

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[5] "A Fate Worse Than Integration," *Harper's Magazine* 219: 55; August 1959.

[6] William O. Stanley and others, *Social Foundations of Education*, New York: Dryden Press, 1956, p. 46.

An approach to physical education based on an understanding of the fundamentals of movement

BASIC MOVEMENT EDUCATION IN ENGLAND

ELIZABETH A. LUDWIG

ENGLISH EDUCATORS have developed an approach to physical education based on an understanding of the fundamentals of movement. The program of basic movement education is begun in the first year of school and continues at least through the first years of secondary education. Several points stand out as being worthy of note by American physical educators who are interested in strengthening physical education in our schools.

The proponents of movement training in England base many of their concepts and principles on Rudolf Laban's approach to dance, but applications are made to games skills, gymnastics, and all other activities taught in physical education. Beginning with the five-year-olds the factors of time, space, force, and flow are explored, and there is a gradual understanding of how the body and its various parts relate to these factors. Activities include stretching, curling, jumping, throwing, striking—all these done with variations in speed, force, and direction. A creative approach is used, with each child finding his own movement patterns and possibilities.

Uniform standards of performance are not held for the child; rather he learns what his own body can do and where his strengths and limitations lie. As the child develops in the skills that are within his capabilities, he continuously adds to his understanding and use of movement in the areas of activity that are important to him at his particular level of development. In the early elementary grades he uses balls, jump ropes, hoops, bats, and various kinds of climbing and hanging apparatus, gradually acquiring an awareness of the specific movement problems they involve for effective performance.

These skills become more complex as he grows older and are related more to the team games he plays; to the finished gymnastic stunts such as cartwheels, handstands, and balances of all kinds; and to the many new combinations of these that he creates. Movement is carried over into dance and drama per se and some startlingly beautiful performances can result.

Method is as important as is the finished product, be it a new movement pattern or a game skill. A creative and exploratory approach is used, but this does not mean unbridled freedom or lack of discipline. The physical education teacher in England is in control of her class at all times, but she does not dominate it.

Helping the Child Analyze Movement

In a typical situation the teacher gives his pupils a problem such as "find all the ways you can move your arms in space using all the space around you and changing your speed as you like." He then moves among the children encouraging their efforts, suggesting further effort, locating the child who needs a bit more encouragement, and finally helping the children analyze what they have done and how they can improve.

High school boys experiment with different ways to shift weight. Basic movement education in England begins in first grade, continuing to secondary education.

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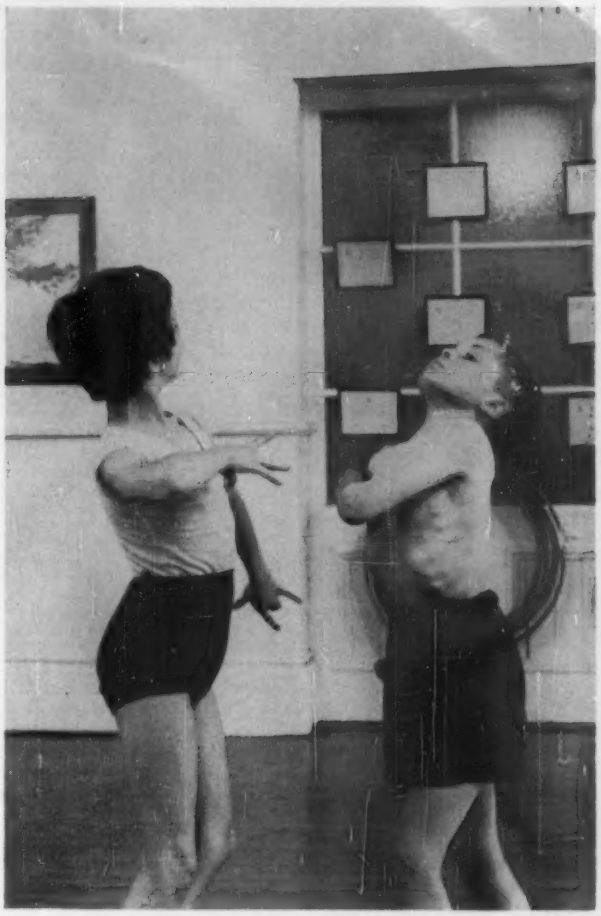
A film entitled Basic Movement Education in England is available through the Audio-Visual Services, University of Michigan, Ann Arbor, Michigan.

Similarly, children are not assigned specific stunts on the apparatus but are asked to solve a problem such as "get over the apparatus putting the weight on both knees at some point" or "get from one end of the ladder to the other using arms only, or arms and legs." Because the child can solve the problem in several ways depending on his own level of skill and strength and is not asked to try something that he fears he cannot do, accidents rarely occur in spite of the fact that he works without a spotter. After the child has solved the problem on the apparatus, he practices to improve every aspect of the movement—to make it as smooth, flowing, and economical of effort as possible. This is not a "throw out the ball and see what happens" approach to teaching; it requires a great deal of direction on the part of the teacher, who is constantly aware of what the various children are doing and what their difficulties are.



Exploring quality in movement, these English youngsters try new ways to move their arms and heads in space. The teacher directs and encourages but does not dominate the action of the children as they move in the classroom.

Activity Is the Keynote

Although the aim of basic movement education is to help the child gain an awareness of the body in movement and an understanding of the part played by movement in one's daily life, activity is the keynote and the resultant. Every child is active practically every moment of the lesson. When equipment, such as balls and bats or hoops or ropes, is used, each child has his own with which to experiment. When apparatus is used which permits only a limited number of children to participate at one time, other activities performed with or without equipment engage the rest of the class. There is little or no waiting one's turn. Because learning to move skillfully in a creative way is innately exciting to children, they throw themselves into the activity with a vigor and concentration that almost defies fatigue—particularly the fatigue of boredom.

Most of the physical education on the primary level is carried on by the classroom teacher in England and, by our best standards, he is doing an excellent job. The teacher is given some background in physical education as part of his teacher preparation and then is encouraged to take advantage of the many in-service opportunities offered by local authorities and the Ministry of Education. The basic movement program has not taken the place of the games and sports which are the English child's heritage. These are still included with increasing emphasis at the upper elementary and secondary levels. Basic movement education actually substitutes for the old formal calisthenics aspect of the program which began to disappear in the late years of World War II. ★

Asked to "build a bridge with your body" each child solves the problem of movement in his own way, depending on his own particular level of skill and strength.

Basic Body Mechanics: An Interpretation

MARTIN H. ROGERS

PHYSICAL EDUCATORS, teaching through the medium of games, sports, and big-muscle activities, evidence concern for the efficient mechanical and healthful function of the body. This interest has lead to the development of a number of concepts of function categorized as basic body mechanics. But physical educators, though they may share similar purposes and objectives, have failed to achieve general agreement concerning these concepts of body mechanics. As a result, body mechanics has been interpreted variously as a problem of posture and health, as a matter of kinesiological efficiency, or as aesthetic form and performance.

While it is unfortunate that there should be a lack of agreement concerning the meaning of basic body mechanics, this is nevertheless a situation quite normal in a growing and developing profession. Progress in any profession is characterized by changes in four directions—breadth, depth, convergence (specialization), and divergence (generalization). The professional aspects of physical education are being influenced by these changes and by the varying orientations of thought implied by these changes.

As the profession has increased in breadth, interest has spread to encompass exercise for physical stature and symmetry, exercise for health and the correction of bodily defects, the adaptation of exercise for individual differences, programs for the development of fitness, and the development of physiological efficiency. Our interests span widely differing aspects such as health, recreation, therapy, physical development, aesthetics, and competition. In each of these areas the concept of body mechanics may take on a different meaning and imply a different set of values.

Dr. Rogers is chairman of men's physical education at the New York State University Teachers College in Brockport. His article grew out of a presentation at an Eastern District AAHPER convention.

Exploration in depth in physical education has stimulated research related to competition in areas of physiology, the mechanics of superior skill, the development of fitness, and the psychology of competition. Anatomy and physics, as well as physiology, have been probed for their relations to exercise-therapy. Research in art and music has contributed to the development of concepts of the desirable human form and graceful function. Again, the meaning of body mechanics in these various areas varies with the interests of the researcher.

The phenomena of convergence and divergence may also be illustrated. The expert in sports skills, the coach, reduces his problems to the principles of the mechanics of operation of the human body; the expert in therapeutic exercise reduces his problems to the principles of body mechanics; the expert in aesthetics in activity reduces his problems to body mechanics. All of these, specializing in different areas and interested in different outcomes, have converged at a common, basic, foundation. Moving in the opposite direction, the single concept of posture may be treated in different ways —as a static physical discipline, as a goal for healthful body development, as a factor in efficient body function, or with disregard, as a relatively minor problem, not particularly significant to the health or efficiency of an individual.

Let us examine these varying interpretations of body mechanics for the purpose of synthesizing a theory of basic body mechanics which might receive more universal acceptance. A clear cut statement should help to obviate the confusion created by the variety of meanings now existing for the term basic body mechanics.

The Traditional Concept

It has become traditional to relate basic body mechanics directly to various concepts of erect human posture. In our literature many books with "body mechanics" in their titles are devoted to a discussion of human posture; units in health education texts use the terms "body mechanics" and "posture" synonymously; reference sources list "posture" under the heading of "body mechanics"; and many school and college courses in body mechanics are, upon investigation, posture training. This juxtaposition of body mechanics and posture might seem to indicate universal acceptance of their inter-relatedness, but a critical view suggests that the idea is less than adequate. One reason for this is a lack of uniformity concerning the concept of posture itself. Another reason is a difference in meaning —the concept expressed by the term "posture" suggests status and position, while the concept expressed by the term "mechanics" implies movement and dynamism.

It has also been traditional to accept a concept of correct posture in which the body is held truly erect, with certain body landmarks falling along a straight and vertical line. Defined as normal posture, this erect position is described in health texts and is illustrated in an assortment of shadow pictures and silhouettes. Deviations from this vertical alignment are graded A, B, C, and D postures, depending upon the amount of departure from the vertical plumb line. In many physical education programs, posture correction is based upon this alignment, and exercises are performed to train muscles to hold the body in this position.

What is not often understood is that this body position was selected arbitrarily by Braune and Fischer in 1890 as a convenient, standardized position from which to measure normal deviations, since all reference points of the posture lie along a single line. Termed by them the "Normal-Stellung," it served merely as a statiscal point of departure, a line of zero deviation; it had no relation to what might be the usual, desirable body position. Rather, they hoped to collect data on deviations from the vertical, to show how normal posture deviated from the vertical. Braune and Fischer, in setting up a measuring scale, had no intention of depicting that as the ideal

posture, though their work has been widely misinterpreted in that direction for 70 years. Little wonder, then, that we have experienced difficulty in training people to maintain habitually this posture—a hypothetical norm at best, an artificial concept, and one which even an athletic and healthy individual can hold only momentarily.

Fortunately, a drift away from this misconception of posture is reflected in recent definitions of posture which are more functional and deserving of understanding and acceptance. Katherine F. Wells describes posture "in terms of efficient movement of the body as a whole and its adaptability in response to the various demands made upon it" (JOHPER, November 1948, page 591).

The idea of posture as a static position is deposed in favor of posture as a movement, or a position for movement. In their textbook, *Kinesiology* (C. V. Mosby, 1950), Laurence Morehouse and John Cooper described posture in a similar vein. "Normal posture, then, is that posture which best suits the individual in accordance with his own condition and the condition of his environment." They describe an *attention* situation of erectness and readiness, a *fatigue* situation in which the body sags on its ligaments to conserve energy, and a *readiness* situation characterized by ease and efficiency of motion from one position to another. Eleanor Metheny has stated that correct posture is a solution of the gravity problem which allows free and efficient movement, and that it is the job in physical education to rework and rebuild movement patterns to achieve efficiency (JOHPER, March 1954, page 27).

These views reconcile some otherwise uncomfortably contradictory facts. If we are thinking in terms of efficiency and readiness, it is not strange that the traditional posture of verticalness is difficult to maintain. We are comforted by the knowledge that, physiologically, a "relaxed" standing position requires 10 percent less energy than an "easy" standing position, and 30 percent less energy than a "military" standing position. On this basis, a requirement of a formal position of attention during certain phases of physical education seems quite untenable. Further, we need not be bothered by the elusive relationship between posture and health. Minor deviations from an arbitrary vertical line are only deviations from a *statistical* norm, not deviations from what is correct. It is hardly strange that we can observe many such deviations with no paralleling disturbance of health status. There is little or no evidence that postural deviations affect health. We may also be reassured that deviations from the "Normal-Stellung" in athletes is not contradictory. It may even be that the round-shoulderedness found in many high-class professional basketball players, for instance, is for them the posture of efficient movement.

The dynamic interpretation of posture involves mechanics and leads to a logical relationship between posture and body mechanics. Posture, dynamically conceived, involves movement of the body from some starting position to a new position or series of positions, and necessarily includes the machinery and process of movement. Physiologically, as well as mechanically, this concept is more palatable, for it involves movement. The primary characteristic of all living things is movement, a constant flow of motion as the organism adapts itself to its environment. Life is never static; only a dynamic concept of posture should be acceptable.

Now let us interpret body mechanics as it relates to posture. Webster defines "mechanics" as that part of physical science which treats of the action of forces on bodies. That part of mechanics which considers the action of forces in producing rest or equilibrium is called *statics;* that which relates to such action in producing motion is called *dynamics;* the practical application of the principles of physics, especially the laws of motion, and of the effect of forces upon the properties of bodies, to the construction, action, and work of machines or mechanical tools or devices." By projection, *body* mechanics is the practical application of the principles of physics, the laws of motion and the effects of forces, to the properties, action, and work of the human body. It is the process by which the tendency of the body to move, as well as its movements, are directed to desirably efficient ends. Basic body mechanics comprises the principles of mechanics fundamental to the execution of body movements—the most appropriate principles of motion applicable to the efficient function of the body.

Basic body mechanics, thus interpreted, implies that there is less interest in body positions per se and more concern for the effective integration of the body as it performs. The aesthetics of a standard static position are less important than the aesthetics of an efficient and graceful skill. Even our standards of grace may be modified, and beauty of performance may be judged more by results than by stylized patterns in space. A healthy distrust of traditional styles and form in performance will stimulate a constant search for still more effective performance techniques and physical skills.

Principles of Body Mechanics

Principles applicable to basic body mechanics are discussed by Wells, Morehouse and Cooper, and other authors of kinesiology texts. Among these are principles of equilibrium, including the position of the center of gravity, size of the base of support, and mass of the body; inertia and momentum; friction; segmentation, angular motion, and componential forces; and the summation of forces. Several of these principles have been applied to skills in selected sports. Research in electromyographic analysis of muscle action has contributed to improvements in golf and tennis styles and added to our understanding of summation of forces in human movement. Further study of the movements of unsupported bodies and rotary motion leads to new skills in diving and increased performance in the discus throw and jump-shots in basketball. Through the application of these principles, faults in body integration, posture, and equilibrium are eliminated, and desirable body mechanics are achieved. The primary aim is efficient function. Good posture—in the aesthetic sense—may be a desirable secondary result.

For purposes of application, many of the specific principles may be grouped in three operational principles of body mechanics: (a) the equilibrium of being off-balance, (b) diagonal and reciprocal arm-leg coordination, and (c) rotary motion, its relation to supported or nonsupported bodies, and the direction of a thrusting force upon the body's center of gravity. A few selected activities may illustrate the application of these principles.

The principle of the equilibrium of being off-balance utilizes the force of gravity and other forces to over-

come inertia, maintain momentum, and assist in changes of direction. Human locomotion is often described as a process of falling forward and then walking or running to catch up to one's self. If locomotion is attempted from the "Normal-Stellung" the body is held erect and the legs reach forward for each step, but they are unable to extend strongly because of limited extension potential in the hip joint. The body is in balance as long as the feet are in contact with the ground and momentum is minimal. A slight change in technique exploits the force of gravity. From an easy standing position the trunk leans forward until the center of gravity is forward of the base. Gravity takes effect and the body moves in a forward direction. As the rear foot swings forward to catch the weight the forward leg is extending and the body base moves forward under the center of gravity. However, with the body lean, the center of gravity also moves forward. Constant propulsion is provided both by the force of gravity and by the muscles of the legs. Abdominal muscles are well fixed to anchor the pelvis and provide a foundation for the swinging movements of the legs, but a slight pelvic tilt is essential to allow for sufficient hip extension to propel the body. This would be impossible otherwise, since the tension of the iliofemoral ligament normally prevents extension of the hip joint beyond 180 degrees.

Running, basically an exaggeration of the walking principle, involves greater forward lean of the trunk. A greater effect from gravity is encouraged. The body tends to move forward so fast that it is necessary for the legs to leap from point of support to point of support to keep up with the falling tendency of the trunk.

Another example of the equilibrium of being off-balance is the ordinary throw. By moving the front foot forward, or off the ground, the front corner of the body is unsupported and the center of gravity is suspended slightly in front of the base provided by the rear foot. The body tends to fall, thus giving impetus forward. To the force of gravity is then added a push from the rear foot and the motion of the throwing arm in a typical summation of forces. In the illustrations used, gravity is exploited to provide initial momentum for the hips and trunk, conserving muscle energy for additional force to the trunk, or for more effective movements from a moving foundation.

The second group of principles, concerned with the diagonal and reciprocal coordination of the arms and legs, is most obvious in simple walking movements. The coordination which swings diagonally opposite arms and legs forward or backward in the stride is a natural and inherent neurological structure in the human body. Efficient use of the body calls for the application of this principle in a variety of movements such as reaching, one-handed pulling or pushing, door opening, and lifting, where the arm action is accompanied by a stride position of the legs with the forward leg being that which is diagonally opposite to the working arm.

An interesting application of this principle is in ladder climbing. As an individual mounts the ladder, the diagonally opposite arm and leg support the weight on the rungs, while the other pair moves to the next higher rung. As these movements follow in sequence the center of gravity of the body (located at a point on an imaginary line connecting the diagonally opposite arm and leg) ascends in a straight line, with no lateral momentum, and the ladder does not swing. If another type of coordination is used, with the arm and leg on the same side alternately supporting or moving, the center of gravity ascends in a zig-zag motion which ultimately causes the ladder to sway and become unstable. The desirable coordination is nothing more than an extension of normal walking to a vertical plane.

Throwing is another activity in which the reciprocal coordination is extremely important. Leg action, rather than arm acton, should be stressed, for if leg action is clear the arm action will follow almost automatically. Stepping forward with the foot opposite to the throwing arm, and leaning forward with the trunk, moves the center of gravity ahead of the base and puts the body weight into the throw. The throwing arm coordinates easily with the leg action. The naturalness of this coordination is demonstrated in teaching a right-handed person to throw with the left hand. While holding the ball left-handed, the individual steps out on the right foot, stressing the action in his mind. With the strong step, the arm is allowed to follow through naturally, and a reasonably good throw is achieved.

The third group of principles, concerned with rotary motion, has many applications. Fancy diving and rebound tumbling employ endless variations. If the thrust of the diving board or trampoline is along the long axis of the body and the center of gravity is also in that same line, curvilinear motion of the body will follow; if the trunk leans either forward or backward at the hips so the thrust is in back of, or in front of, the center of gravity, rotary motion in the form of a somersault will follow. Spinning in the air, or rotation around the long axis, is most frequently achieved by swinging one arm toward the trunk; the body then spins toward the arm in accordance with the principle of action (arm) and equal and opposite reaction (body). Other applications of this principle are made in the lifting and carrying of heavy objects, the shot-put, the sprint-start in running, the racing dive in swimming, and the use of body in football blocking and body checking.

In teaching, these basic mechanical principles should be accompanied by exercises designed to develop muscle groups employed in the basic coordinations. Such conditioning contributes to an individual's ability to execute proper mechanics; leads ultimately to the development of mechanically correct habit patterns in movement; and helps reach the goal of a well-developed, well-integrated body performing physical skills without strain, without waste, in the most efficient and graceful manner possible. These are the purposes of an understanding of basic body mechanics. ★

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MCT VISION SCREENING

The Contra Costa County, California, School Department adopted for use in all its elementary schools the Modified Clinical Technique for vision screening developed through a three-year study of vision status. A description of the county-wide MCT program's organization, administration, and statistical results is given here. Its remarkable effectiveness in case finding and the evidence of enthusiastic cooperation from schools, parents, and doctors warrant its careful study by other groups.

H. R. WEATHERBE

WHAT DOES MCT mean? "M" equals modified. "C" equals clinical. "T" equals technique.

MCT is a vision screening program developed in the Orinda Union Elementary School District, Orinda, California. It resulted from a research project[1] carried on for three years through a longitudinal study of the vision status of approximately 1,000 elementary school children. Many different screening procedures were compared with one another and checked against clinical examinations. The Modified Clinical Technique developed during this project was found to be extremely efficient with first grade students and was by far the best screening method of the eight studied (parent questionnaire or symptom inventory, teacher observation, nurse observation, California state recommended procedure, a Massachusetts vision test, the telebinocular test, the Worth Four-Dot test, and the Modified Clinical Technique.)

During the Orinda Project, specific criteria (description of "vision problem") were developed from the results of clinical examinations by ophthalmologists and optometrists in the study; they received favorable professional opinion through a nation-wide questionnaire. Vision criteria for referral are: visual acuity, 20/40 or less, either eye; refractive error; coordination problems, near (10′) and far (12′); and organic problems, any noted pathology or medical anomaly of eye and/or adnexa.

Recommendations Put in Action

The research study recommended that an interprofessional committee be formed to provide necessary communication with the optometrists and ophthalmologists of the area; that the MCT be given to first grade children and new entrants to the school district above this grade who were not known to have a vision problem; that first grade children with known vision problems be referred without screening. The study also recommended that that in subsequent years the Snellen test be given to children who pass MCT in first grade and that teacher observation be made continuously, that those failing either be referred for further evaluation.

The Contra Costa County Board of Education approved the following action on April 6, 1959:

1. All first graders will be screened, some transfers will be screened, some specially referred students will be screened, and as a pilot project a certain number of kindergarten students will be screened.

2. The entire cost of this project will be borne by the Contra Costa County School Department.

Organizational Scheme

The Board felt that this was an educational project of major significance—to show the parents and school personnel of the county just what the Modified Clinical Technique is and how it operates. The organization and administration of this entire project was delegated to the author.

The cooperation of all 25 Contra Costa County school districts having elementary students was pledged. The county was divided into four regions, and four complete sets of equipment were purchased. Eight optometrists were employed part-time and, after an inservice training program, two were assigned to each region.

Screening was scheduled every morning in each region, the eye doctors working alternate days, on a master time schedule set up by the author for each district in each region. Each school district planned its own internal organization and administration of the screening program.

A 5″ x 8″ screening test record card was developed to be used by the vision screeners when screening the students. Two separate referral forms were developed to go along

[1] Three men were leaders in this significant research: Dr. Henrik Blum, health officer of Contra Costa County, Martinez; Dr. Jerome W. Bettman, professor of surgery, Stanford University Medical School; and Dr. Henry B. Peters, associate clinical professor of optometry, University of California, Berkeley. Refer to *Vision Screening for Elementary Schools: The Orinda Study*, by H. L. Blum, M.D.; H. B. Peters, O.D.; and J. W. Bettman, M.D., published by the University of California Press, Berkeley, 1959.

Dr. Weatherbe is administrative assistant to the Contra Costa County superintendent of schools, Martinez, California. He served as director of the special vision screening program described here.

TABLE 1.—RESULTS OF VISION SCREENING IN CONTRA COSTA COUNTY

Type of Student	Number of Students	Number Referred	Percent Referred	Form #1 Return	Percent Return	Correct Referral	Percent Correct referral
Totals	12,846[a]	2,030	16	877	43	780	89
1st grade	9,074[a]	1,277	14	576	45	508	88
Referrals	3,121	662	21	253	38	227	89
Kindergarden	651	91	14	48	53	45	94

[a]Does not include 334 with known vision problems under care.

with this card. Form #1 was to be sent home with the students if they were referred for complete eye examination as a result of screening. Form #2 was to be sent home to the parents of students who had a known eye disability history or wore glasses so the complete information about their eye problems could be put into the school records. No screening was given this latter group.

A final report of the number screened and the number referred was submitted to the Contra Costa County School Department within two weeks after vision screening in each district. Vision screening recording cards were sent to the County School Department one month after vision screening was completed in each school district. The final statistical report was done by the medical screening supervisor, Dr. Bernice Flom. A final report on the entire project was made to the Contra Costa County Board of Education by the author in June 1960.[2]

Administrative Procedures

A medical screening supervisor was employed in addition to the eight members of the four regional vision screening teams. He checked each screening examiner at least two times, to offer helpful suggestions and to maintain uniform procedures. The author checked members of each vision screening team about every ten days to discuss with them and local school personnel any problems in administration of this project. Weekly equipment checks were made and supplies and equipment were kept replenished. Total cost of this program for 13,180 students, including the purchase of the equipment, was approximately $9,000. This figure excludes the cost of the author's time.

It took about four minutes to screen each first grader and about four and one-half minutes to screen each kindergarten student, including recording and making indicated referrals. It took approximately three and one-half months to complete this program.

TABLE 2.—TABULATION OF CRITERIA FAILED ON MCT SCREENING

Criteria	No.	%
Failed one criterion only	*1,419*	
Visual acuity	86	4
Refractive error	1,034	51
Coordination	242	12
Organic	57	3
Failed two criteria	*552*	
Visual acuity and refractive error	440	21
Refractive error and coordination	73	3
Visual acuity and coordination	17	1
Coordination and organic	0	0
Refractive error and organic	16	1
Visual acuity and organic	6	1
Failed three criteria	*59*	
Visual acuity, refractive error, and coordination	47	2
Visual acuity, refractive error, and organic	10	1
Visual acuity, coordination, and organic	1	0
Refractive error, coordination, and organic	1	0
Failed four criteria	0	0

Statistical Results Satisfying

The vision program included 13,180 elementary school students in Contra Costa County. This total was made up of three groups: (a) 651 kindergarten students included as a special experiment to test the effectiveness of this program at this level, (b) 9,408 first grade students, including 334 with known vision problems who were not given screening tests, and (c) 3,121 students in grades 2 through 6 were either new entrants to the school district, referred by teacher observation or suspected of having vision problems because of reading performance (See Table 1).

The 13,180 subjects may be summarized as follows: nonreferrals—10,816 (82.1%); new correct referrals—1,807 (13.7%); rereferrals (under care)—334 (2.5%); and unnecessary referrals—223 (1.7%).

In addition to over-all evaluation, a study was made of the various referral criteria failed by students given the MCT; some failed more than one of these criteria. The results are shown in Table 2.

Successful Program Confirms Research Study

As an educational project this program was a huge success. The application of the MCT vision screening program to a county school system showed remarkable effectiveness in case finding and evidence of unusual cooperation on the part of schools, parents, and eye doctors. Usually when a county agency puts on a program such as described here, about 15 percent of the local districts will subsequently adopt it and pay for the services. The County Board of Education is tremendously pleased that 23 of the 25 districts having elementary children contracted to have the MCT given to first graders in the next school year.

The results of the MCT screening in Contra Costa County confirmed the results of the Orinda Study, both in the number of children who failed the screening and in the accuracy of the screening referrals. This is noteworthy because of the larger number of doctors giving the screening tests and the much larger number of eye doctors seeing the children who were referred for evaluation in the surrounding area. Since this is not a unique county, it is felt that these results and the results of the Orinda Study can be applied to any community. ★

[2]Copies of this report are available from the author.

COACH'S DILEMMA

HARRY H. HOITSMA

How can the coach help the player overcome the psychological problems involved in changing a skill technique? Understanding the pitfalls of the transitional stage of learning is the key.

HOW MANY TIMES has a coach made what he considers a constructive suggestion encouraging his player to alter his batting stance or add a new pitch to his repertoire only to find that his well-intended advice produces results directly opposite to those desired?

The coach who must make recommendations for a drastic change in the execution of a skill by one of his players faces a perplexing problem for himself as well as the player.

Regardless of the sport involved, the serious effects of change for the athlete are often manifested in discouragement, disillusionment, confusion, and ultimately failure to perform to maximum capacity. A change in batting style, a different way to execute the jump shot, a new procedure for throwing the forward pass—all of these changes are not without a learning problem for the coach and the athlete alike. Attempts to change often bring poorer execution of the skill and a loss of confidence for the athlete, leading to reduced caliber of team performance and, of course, additional anxiety for the coach. What are the underlying reasons for this collapse? How can the coach still teach and yet avoid these pitfalls?

Part of the answer lies in recognizing the existence of a "transitional stage." While learning a new or different technique or procedure in the execution of a skill, the player oftentimes reaches what can be called the transitional stage of learning. This term refers to a period when the player is no longer able to execute the skill as he had prior to the coach's suggestion and still has not reached the state of mastering the new technique or procedure. As a result, the player is trapped in a predicament of drastic consequences, almost always manifested in a reduction in the skill. No longer able to perform the skill in his comfortable, familiar manner, yet not at ease or confident in his newly developing technique, the player becomes disheartened by his failure to perform at a level equal to his past performances—which may have been quite poor, at best. Disillusionment and loss of confidence result, and the player performs worse than ever. The net result may be his removal from the line-up and relegation to a bench-sitting role as the forgotten man of the team.

The coach is left in a state of severe frustration or consternation. But there are several things a coach may do to prevent this problem, or at least mollify its effect.

In guiding an athlete toward the development of a different technique or procedure to execute a skill in any sport, the coach should:

1. Make certain that his suggestions are sound, based on methods that have been proven successful in practice, and that they are applicable to the particular athlete involved.

2. Be aware, and make certain that the player is also aware, of the problems that must be faced during the transitional stage of learning.

3. Be positive in his approach to the player, encouraging him whenever possible, offering suggestions that serve as an incentive for learning.

4. Emphasize correct movements, stimulating a serious, meaningful practice under favorable conditions.

The coach who knows through personal participation, careful analysis, and objective consideration that his method of executing a skill is sound and that it has been proven successful is most likely to instill confidence in himself on the part of his players. This confidence aids in the player's desire to master the skill according to techniques and procedures suggested by the coach.

The importance of acknowledging that many successful athletes, even at the professional level, often violate sound principles of execution must be realized. Superior native ability makes this possible for the exceptional athlete. This is hardly an indication that any method of execution is correct, but the coach may have difficulty convincing the athlete that this is true.

Probably the most important consideration in teaching a new technique or procedure is that both the coach and the player must understand the pitfalls of the transitional stage of learning. This awareness on the part of the player and coach will aid significantly in reducing hazards. The seeping panic that fills the mind of the athlete, who finds that he cannot execute a skill as well

(*Continued on page* 58)

Dr. Hoitsma is an instructor in the Department of Physical Education, Health and Recreation, New York University.

18 Social Recreation Postulates

WILLIAM D. ROSS

Eighteen basic premises, to serve as a useful summary for the social recreation leader, are presented in this article. These postulates approach the practical problems of leadership with direct simplicity. The 18 thoughtful and provocative statements encourage a review of one's own methods and the underlying reasons for their use in leadership. There is need for greater consideration of the human relations involved in group participation, and these statements, whether or not one agrees with all of them, turn the leader in the right direction. Social intelligence is vital to the good interpersonal relations which social recreation purports to foster and, hopefully, to achieve. A study of these 18 postulates—and comparison with one's own basic guides to good leadership—assists in this important objective.

1. We see examples where Mother Nature appears to have left a gift in compensation for a defect, but more often she gives her gifts and defects in clusters. Some people are thus bountifully endowed; others are largely denied. In terms of human capacities, Mother Nature's policy seems to be correlation, not compensation. If we aim all of our recreation programs at gifted participants in each of the various activities, we exclude people who have generally low capacities—the people whose *needs* are greatest.

2. People vary widely in terms of attributes and capacities, but the following six social and emotional needs are common to all humans: the need for belonging, for achievement, for freedom from fear, for love and affection, for sharing, and for understanding and knowledge. Recreation, especially the area called "social recreation," can contribute to personality development by meeting some of these basic social and emotional needs.

3. There is a standard technique for game leading which can be applied to almost any game situation. Essentially it involves the following twelve steps:

Select game; check and place all equipment; secure attention of the group—be seen and heard; quickly get players in game formation; name the game; give object of the game in a few words; describe technical details—rules, scoring—be brief and demonstrate where possible; give opportunity for questions; start game; observe play—modify where skill, interest, safety, and fatigue indicate; put equipment away; evaluate—was it fun? did all participate?

4. In order to assure that *all* in a group are able to participate, games should be appropriate to the age (maturity) level of the youngest and the skill level of the least skilled. Other factors to consider are interests, size and composition of group, facilities, equipment, and the physical tolerance level of the group at the time.

5. The textbooks in social recreation present a rich variety of materials. Familiarity with these textbooks and a willingness to search in terms of the general rule of game selection provide the leader with valuable resources.

6. Games can be used to aid in the development of fitness elements, the three S's: strength, suppleness, and stamina. Games, stunts, and activities can provide progressive resistance to develop strength, stretching to develop suppleness, and frequent bouts of intense effort to develop stamina.

7. Recreation includes *many* activities. A check list of recreational habits and interests may be used to survey the recreational status of groups and to convey the enlarged concept of the term recreation.

8. Almost any game can be adapted to bring it within the ability range of a group with low capacities.

9. Ordinary integration of activities in a recreation program is almost inevitable because the activities may involve the same people, there may be common leadership, and the activities may come under the same planning and budgetary arrangement, as well as having common objectives. Elegant integration, that which is neat and ingeniously simple, results when the total enterprise is purposefully planned; each of the activities is worthwhile; the activities are mutually enriching when integrated; the total enterprise remains faithful to the over-all objectives of the program; and the participants have fun and are left with a zest for further recreational ventures.

10. Pace in conducting social recreation programs is important. The design of the program must be purposeful. Each activity should reach a climax, and the program as a whole should be paced to achieve specific results. A social recreation evening program for adults, for example, should slowly build to a climax and then quickly terminate. A campfire program should be paced entirely differently. The excitement should come early in the program when the

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campfire burns brightly and should slowly fade into an atmosphere of peace and contentment.

11. There is a need for informal sport and home-made games which permit the whole family to participate.

12. Adults do not come to parties to learn games. They come to have fun. The activities must look easy and should embarrass no one. The burden of proof is the leader's responsibility.

13. Transition from one activity to another may be accomplished by a skillful use of formations, related activities, themes, or novelty events.

14. Ice-breakers and mixers aid in orienting a group to enjoy group experiences. The social recreation textbooks present a wide variety of activities which can be used for this purpose.

15. Stunts should be used with discretion. They should enhance the social occasion and embarrass no one. Frequently, a stunt can be skillfully prearranged.

16. The leader should prepare thoroughly for a social recreation program. He should rehearse the activities, make notes, and be ready to lead three times as many activities as he probably will need.

17. No recreational activity has intrinsic value except as a means for attaining worthy goals. The only criterion for the value of an activity is the effect it has on the participants.

18. The leader of social recreation activities should be group-centered rather than self-centered. He should think and act in terms of the group and the individual participant's needs, to do an effective job. ★

What Will Recreation Be Like in the Future?

TED GORDON

"Recreation — Your American Privilege" was the slogan for the 1961 Parks and Recreation Month in Los Angeles County. But what will be the future slogans of recreation in the sixties? Ours is the responsibility of anticipating these slogans and directing their trend.

Have we been hypnotized into thinking recreation will keep on going as it now is—just getting bigger and better, and just more so. Perhaps . . .

PERHAPS there will be just more big-time teams, players, bettors, crowds; in other words, perhaps we'll have more commercialized recreation.

INSTEAD: The trend toward self-participation—hunting, fishing, boating, camping—may take hold far and away beyond our present expectations. Let us steer people toward "balanced recreation"—part of the time spent in group or team activities, equal or part time in individual pursuits.

PERHAPS there will be just more and more of our typical American sports.

INSTEAD: The trend toward travel may well mean a broadening and exchange of recreational ideas. Some will dream of headlines about our global or interworld series, but others will aid in a diminution of recreational ethnocentrism through gazing at a wider horizon of games, sports, hobbies, and pastimes of all sorts.

PERHAPS there will be just more and more disintegration of the family, especially in fun sharing.

INSTEAD: We can implore a return to the concept that "the family that plays together, stays together." Recreation facilities can "go family." Visualize a leisure-lingering area, with scientifically planned space for all different age levels and interests, so that the family can spend a day or a week together yet apart. And the home recreation center, under, over, or on the ground, will reach its full development with something for everybody.

PERHAPS there will be just the usual cycle of activities dependent upon the seasons.

INSTEAD: Man will soon control the elements or accurately predict their vagaries. It will be a transparent bubble, then an invisible air-light canopy, then artificial climate for the pool, the golf course, the back yard. The year-round recreation program will not long be limited by the clock, the calendar, or the climate. Imagination or vision—nowadays science is stranger than fiction! ★

Mr. Gordon, supervisor, Youth Services Section, Los Angeles City Board of Education, wrote this editorial for the Recreation Roundup *published by the Los Angeles County Department of Parks and Recreation.*

HAVE YOU READ?

• "Kids and Athletics." *Changing Times,* October 1961. A sensible explanation for parents of why youngsters should be physically fit and of the programs and attitudes that will help them achieve fitness. Excellent.

• Milton I. Levine, M.D., and Maya Pines. "Sex: The Problem Colleges Evade." *Harper's,* October 1961. Authors believe that because the colleges are afraid to deal frankly with the normal sexual drives of young people, the consequences for students may be tragic.

• Charles B. (Bud) Wilkinson. "In a Dangerous World—Is American Youth Too Soft?" *U. S. News and World Report,* August 21, 1961. An interview in which the President's Adviser on Youth fitness spells out specific areas in which the public schools can improve the situation.

• James White. "Development of an Elementary School Program of Menstrual Education." *The National Elementary Principal,* November 1961. Presents in detail a plan worked out by classroom teachers in Fair Lawn, New Jersey for fifth grade girls.

• Arverno M. Remple. "An Objective Approach to Extra Pay for Extra Work." *The Bulletin of the National Association of Secondary School Principals,* October 1961. Gives the principles and procedures developed by the South Bend, Indiana, Schools to administer a program of extra pay for extra time. Study was done with the cooperation of the Purdue University Division of Education.

• Max Eastman. "Let's Close the Muscle Gap!" *Reader's Digest,* November 1961. Calls for "a crusade in pursuit of muscular health and attendant well-being" and presents the three-part test of the President's Council on Youth Fitness.

• George W. Gambrill. "A Survey of Marriage Education in Twenty-Nine Junior Colleges." *Junior College Journal.* October 1961. Gives quotes from questionnaire and the findings (one conclusion: family life courses do not encourage early marriages).

• Ted J. Rakstis. "Should Schools Give Health Exams?" *The Kiwanis Magazine,* September 1961. Presents the serious problems which can result from superficial, inadequate examinations. Also gives details of the excellent plan used in Evanston, Illinois, schools.

• Louis T. Benezet. "The Trouble with Excellence." *Saturday Review,* October 21, 1961. This article in SR's monthly supplement on education in America has special implications for those concerned with professional preparation and a few sharp comments on interscholastic athletics in colleges and universities.

Why Physical Education?

EDNA F. MUNRO

IN THESE DAYS of world tension and uncertainty, when the outcomes of education are being scrutinized critically by the public, it is to be expected that the purpose of physical education, as measured by its outcomes, will share in this scrutiny.

Over the years, since physical education has become an accepted part of the educational system, the dominant emphasis of its purpose has fluctuated. A brief historical review recalls that Dudley Sargent's purpose for physical education was the diagnosis of health by means of a series of exhaustive anthropometric measurements, followed by an especially prescribed program of exercises; that of the German system was the development of strength and endurance through exercises, with and without the use of heavy apparatus; that of the Swedish system, the development of the fundamental organs of the body, especially the heart and lungs, by means of a system of medical and remedial gymnastics and especially adapted apparatus; that of Hetherington, Wood, Williams, and Gulick, the development of the individual physically, socially, and emotionally by means of a program of training in games, sports, rhythms, self testing and conditioning activities; and added to these latter, the emphasis today upon the development of physical fitness essential to the days of stress in which we live.

Granted that the ever changing social scene gives cause for the reappraisal and reevaluation of the purpose of any field, fluctuating purposes do not lend credence and stability to a field as a sound, scientific one. Eventually there must emerge a clearly defined purpose, basic and fundamental to the field, which professional and nonprofessional individuals alike can accept and support for all time as an intention which can be attained, which is constant, sound, and scientific.

Have the leaders in the profession, in their attempt to strive for many desired but not readily attainable outcomes, erred on the side of endorsing a purpose for the field too far removed from the possibility of attainment? Conditions of insufficient teaching time, inadequate facilities and equipment, and large enrollments must share partial responsibility for unattained outcomes. But these conditions in varying degrees will continue to persist. Must they assume all the responsibility? Should not the profession resolve a singular basic, scientific purpose for physical education which can be attained under all conditions of program offering?

CURRENT literature indicates that this is happening. There is an emphasis upon the understanding of the scientific principles of movement and the intelligent application of these to all the activities which can be promoted in the program. If this were to be the acknowledged purpose of the profession, and if the program were developed about it, the public could understand the "why" of physical education in the school curriculum, could accept it as having scientific and sound bases. No apologies would be necessary if the students experiencing physical education gave evidence of having learned the basic principles of movement and how to adapt them to any and all activities.

If this emphasis were introduced into the activity teaching program, would the stress on the principles of the movements involved interfere with or delay the learning and acquisition of activity skills? Indications are that it would hasten the process. Children as well as college students seek the answer to the questions of "why" and "how" related to all their experiences; they should be rewarded with intelligent answers.

Why cannot the principles of the force of gravity, equilibrium, motion, force, and leverage be demonstrated to elementary school children in the activities appropriate to their levels of accomplishment and be explained to them in their own language? Why cannot these principles be constantly reinforced and augmented in the activity teaching of the secondary school program, so that these principles become well entrenched learnings? Should not the entering college student have acquired this information and these understandings and become so well schooled in them that the college program can become an advanced program in skill training? Is not the basic business of physical education movement training?

THE PUBLIC has a right to expect from physical education today concrete evidences that its professed purpose is being achieved. If the experiences of the participants in our programs can testify to an intelligent application of the principles of movement in all aspects of movement experiences, then physical education will have established itself as a sound, scientific profession, meeting a need in education. The leaders in the field must accept the responsibility for this kind of experience.

Let us continue to encourage as outcomes the acquirement of as many and varied physical activity skills and their concomitant learnings as is possible to offer in our programs. But let our purpose be the understanding of the scientific principles of the movements involved. Let us better prepare our future teachers of physical education in these understandings, so they can prepare challenging, progressive programs for each level of learning in the elementary, secondary, and college situations. In this way physical education can attain the stature of a mature profession and point with pride to its teachings. ★

Miss Munro is professor of physical education for women, School of Health, Physical Education, and Recreation, Indiana University (retired head of the department).

Air pollution, a critical problem of environmental health, has been a major topic in each of the three regional institutes for educators on advances in health. These institutes, jointly sponsored by the U. S. Public Health Service and the American Association for Health, Physical Education, and Recreation, bring the teacher and the researcher into closer working relationship and help teachers to keep up with the increasingly complex health problems and the ever changing frontier of health knowledge. Dr. Chamber's presentation was made at the institute held at the University of California in Los Angeles in June 1961. Subsequent Journal issues will contain discussions of other important problems in environmental health. Through such articles, AAHPER assists in dissemination of new knowledge to the profession.

Fresh Air or Foul? A Question of Survival

LESLIE A. CHAMBERS

THE QUALITY of the atmosphere, on which all terrestrial forms of life are dependent, has been recognized as an important variable in the environment only during the past few decades. It can be supposed that smoke and fumes from forest fires, volcanoes, and crude domestic heating and cooking arrangements were troublesome or lethal in discrete localities even before our human ancestors became organized into fixed communities, and that the odors of decaying animal and vegetable refuse, attested by existing residues of prehistoric garbage dumps in and near stone age dwellings, were cause for protesting comment in such language as may have been available to the temporary residents.

From the beginning of the 14th century to the early part of the 20th, air pollution by coal smoke and gases has occupied the center of the stage almost exclusively and in many industrialized areas of the world is still the dominant concern. That it is still a community problem, in spite of a repeatedly demonstrated technological capability for its control, would be surprising if public and official hesitance to pay the price were not so characteristic a factor in the historical evolution of all types of health protective programs. Positive action has seldom been anticipatory; instead it has occurred only after dramatic disasters, or large-scale sensory insults, have aroused public clamor based on fear. We build levees only after floods have devastated whole regions; we abate pollution of water supplies only after typhoid epidemics or similarly impressive episodes; and we take necessary action to control air pollutants only after their killing or irritating potentials have been realized on a large scale, as in London in 1952 or in Los Angeles around 1945.

It is possible that future historians may recognize a Second Industrial Revolution born in the years following successful completion of Drake's first oil well in Pennsylvania. Throughout the United States and many other parts of the world, use of petroleum products, in the forms of gasoline and oil, has been tremendously accelerated, especially since World War II, by the almost exclusive employment of internal combustion engines in highway, railway, and marine transport.

Most of the pollutants related to petroleum production, processing, and use have intrinsic toxic or irritative potentials of a rather low order. By contrast, their photochemical reaction products may affect biological systems at extremely low concentrations. Ozone, for example, is not known to be produced in significant quantity from direct sources within the Los Angeles area; yet it occurs as the result of photoenergized reactions involving hydrocarbons and NO_2. To prevent toxic accumulations of ozone, it is necessary to control sources of both hydrocarbon vapor and of nitrogen oxides which, except for the intervention of reaction in the general atmosphere, would be harmless.

Dr. Chambers is director of the Allan Hancock Foundation and professor of biology at the University of Southern California. *This article is condensed from a chapter in* Air Pollution: A Comprehensive Treatise, *Volume I, A. C. Stern, editor, Academic Press, 1961.*

New Energy Sources Will Bring New Pollutants

What a biological system utilizes as its source of energy determines the characteristics of its waste products. Similarly, the fuel used by a community governs the kinds, amounts, and properties of its refuse to a major degree. The aerial excreta of a city may be modified by local patterns of industry, but the primary threat to the air resources of modern cities can be firmly attributed to the kinds of stuff they use for fuel and the ways in which they use it.

A major change in the nature of the air pollution problems could occur only with a major change in energy sources. It is interesting, but probably of little immediate import, to speculate on what may occur if nuclear power or direct utilization of solar energy become practicable and economically competitive.

Since about the beginning of the 20th century, world-wide atmospheric concentrations of carbon dioxide have been increasing steadily in a manner related to the increased global use of fossil fuels. Carbon dioxide is not often considered to be an air pollutant since it produces adverse physiological effects only at relatively high concentration and because biological and geochemical processes are known to provide a sufficient natural disposal system. Unchecked increase in the rate of combustion of carbon fuels apparently will increase general CO_2 levels. Perhaps it may, within a few generations, compete with radioactive wastes for the dubious distinction of being a world-wide air polluter.

Air pollutants may be almost any natural or artificial substances capable of being airborne. They may occur as solid particles, liquid droplets, or gases, or in various admixtures of these forms. Most community problems involve a very large number of kinds and sizes of pollutants.

Interactions Produce New Pollutants

Few, if any, of the polluting entities retain their exact identities after entering the atmosphere. Thermal and photochemical reactions provide a dynamic, constantly changing character to the total system and to its individual constituents.

Interest in the sulphur compounds has been prolonged and intense because of their suspected role in the London disasters of 1952 and other years and because of the extreme toxicity of hydrogen sulfide. Combustion of sulphur containing fuels contributes large amounts of SO_2 and some SO_3, and many industrial processes and waste disposal practices generate H_2S. All of these affect plants and animals adversely at different, but generally low, concentrations.

The total polluted air mass over a populated area is chemically and physically unstable. As a whole, the system tends, like everything else in nature, to approach a state of minimal free energy. The rates, reaction routes, and intermediate steps involved in the process are influenced by many factors such as relative concentration of reactants, degree of photoactivation, variable meteorological dispersive forces, influences of local topography, and relative amounts of moisture. Meteorological factors, especially wind and precipitation, are the chief diluters and dispersers of pollution. Where and when they fail to perform these functions adequately, the sources of pollution must be controlled.

Air Pollution's Effects

REDUCED VISIBILITY

Historically, the earliest noted and currently the most easily observed effect of air pollution is the reduction in visibility produced by the scattering of light from the surfaces of airborne particles. The degree of light obstruction is a complex function of particle size, aerosol density, thickness of the affected air mass, and certain more subtle physical factors. Particulates responsible for the phenomenon may be either primary pollutants such as coal smoke, or secondary, like Los Angeles photochemical smog. At times, London and eastern American cities have experienced severe curtailment of aerial and surface transport and other municipal activities. It has frequently been pointed out that the attenuation of ultraviolet and other radiations reaching the surface through layers of aerosols may be associated with adverse physiological effects in men and vegetation.

SOILING AND DESTRUCTION OF MATERIALS

Direct damage to structural metals, surface coatings, fabrics, and other materials of commerce is a frequent and wide-spread effect of air pollution. The total annual loss from these and incidental increases in cleansing and protective activities in the United States is not accurately known but has been estimated at a level of several billions of dollars.

The destruction is related to many types of pollutants but is chiefly attributable to acid mists, oxidants of various kinds, H_2S, and particulate products of combustion and industrial processing. Secondary pollutants contribute a substantial share. For example, O_3 is known to cause rapid and extensive damage to all kinds of rubber goods in Los Angeles and elsewhere in the United States.

DAMAGE TO FLOWERS, FARM CROPS, AND ANIMALS

A large number of food, forage, and ornamental crops have been shown to be damaged by air pollutants. The curtailed value results from various types of leaf damage, stunting of growth, decreased size and yield of fruits, and destruction of flowers. Some plant species are so sensitive to specific pollutants that they are useful in monitoring air supplies. *Poa Annua*, the pinto bean, and spinach are so employed in southern California.

Again, no satisfactory estimates of dollar loss due to air pollutants are available. California places agricultural damage at a current annual rate of about $6,000,000, but this figure seems to exclude losses incidental to the enforced total abandonment of certain commercial crops such as spinach and orchids in the Los Angeles area.

Substances thus far identified as responsible for the damage include ethylene, SO_2, acid mists, fluorides, O_3, and a number of organic oxidants. Research on the etiology, physiology, and biochemistry of air pollution pathologies in plants is

BEFORE AND AFTER SMOKE CONTROL

These two photographs dramatically tell the story of control of air pollution. Both pictures were taken through the end of Liberty Tube, Pittsburgh, Pennsylvania, at 1:00 p.m. on a sunny day. The view at right shows the result of the work of the Pittsburgh Bureau of Air Pollution, which clamped down on all sources of smoke, soot, fumes, and dust.

Photos by John R. Shrader

proceeding at a pace which promises early contributions to knowledge of related phenomena in man.

Fluorosis in cattle exposed to fluoride containing dusts has been proved to be related to emissions from certain industrial operations.

ADVERSE EFFECTS ON HUMAN HEALTH

Donora, Poza Rica, London, and the Meuse Valley of Belgium have given dramatic proof that air pollution can kill. Together with other evidence, they have implied less shocking but more extensive effects of air pollutants on the health of affected populations. Long continued exposure to sublethal concentrations of many substances, and combinations thereof, are suspected to have physiological effects, but in most cases, the quantitative aspects of the relationships remain undefined.

The high incidences of chronic bronchitis in British cities, nasopharyngeal and optic irritation in Los Angeles, and the rapid rises in lung carcinoma among metropolitan populations appear to be closely associated with air pollution. More subtle physiological effects of air pollution are suggested by laboratory observations of suppression of ciliary action, alterations in pulmonary physiology, specific enzymatic inhibitions, and changes in blood chemistry.

PSYCHOLOGICAL EFFECTS

Since fear is a recognizable element in public reactions to air pollution, the psychological aspects of the phenomenon cannot be ignored. Psychosomatic illnesses are possibly related to inadequate knowledge of a publicized threat. Little effort has been directed toward evaluation of such impacts in relation to general mental health of affected groups, or determination of their role in individual neuroses. Only in practical politics has any significant action been based on recognition of the psychological attitudes induced by periodic public exposure to an airborne threat.

A Problem of the Future

In spite of its long history of development, community air pollution must be looked upon as a problem of the future. Only a few of the largest population concentrations of the present day are occasionally using their air supplies faster than natural processes can replenish them. Such overuse must be expected to occur with increasing frequency as populations increase, since per capita demands for air cannot be expected to decline.

As regional and world populations increase exponentially, a time must come when human occupation of the medium will threaten the quality of the total air resource. On a world scale, residues of nuclear weapon testing and huge outpourings of CO_2 from fossil fuel combustion are already demonstrating the extent to which human activity can affect the total gaseous milieu.

Water, food, and air must forever constitute the survival bases of human and other populations; we will pay for them whatever they cost in time, money, and effort since without them we die. It is therefore, shortsighted to consider the air resource as a competitively priced commodity; it is priceless.

Today it may be appropriate to consider which of several alternative air pollution control measures can be imposed without affecting the public purse unduly. But the quadrupled population anticipated by 2061, if realized, may force consideration of basic resources as fundamental limits to survival, rather than as dollar-valued items affecting the cost of comfort. ★

4th INTERNATIONAL CONGRESS ON PHYSICAL EDUCATION AND SPORTS FOR GIRLS AND WOMEN

Washington, D.C., August 6-12, 1961

The Fourth International Congress of the International Association of Physical Education and Sports for Girls and Women convened at the NEA Center in Washington, D. C., August 6-12, 1961. Approximately 450 women physical education teachers and sports specialists from all parts of the world attended the sessions. One of their primary concerns was the contribution which physical education and sports can make to the fitness of children all over the world. The Congress also discussed the philosophy of education today in relation to the role of women, the study of movement, methods of teaching for the elementary and secondary school child, research in physical education, and the place of recreation, sports, dance, and gymnastics in the school program and the curriculum.

The Opening General Session was called to order by Dorothy Ainsworth, president of the IAPESGW, and greetings were extended in behalf of NEA and AAHPER. Representatives from each continent also greeted the Congress and expressed their hopes for constructive and inspirational sessions; the delegations from 25 different countries were also officially recognized. Fredrika Tandler, assistant director of the International Educational Relations Branch of the U.S. Office of Education, delivered the main address entitled "The Strength of Half the World." Her talk focused attention on women's responsibility to maintain the fitness demanded by their important role in the world today.

Abraham Ribicoff, secretary of the U.S. Department of Health, Education, and Welfare, greeted the assembly in the name of President Kennedy at the Sixth General Session. He gave a valuable talk on the interest of the United States in the health and fitness of youth, demonstrating the importance attached to the work of the Congress by the highest officials in America.

The papers, discussions, and demonstrations scheduled throughout the busy week all involved delegates from different countries. One of the most rewarding aspects of the Congress was this opportunity to hear and see and compare different points of view. For example, the session on basic movement in education included lectures and demonstrations by teachers from South Africa, United States, and England; a discussion on ways to achieve fitness covered the contributions of sports (Germany), of gymnastics (Sweden), of dance (France), and of outing activities (Canada); techniques in elementary physical education were demonstrated with local school children by teachers from the Philippines, the United States, Finland, and Germany; research surveys covered South Africa, Mexico, Germany, and the United States.

Squeezed into the busy schedule, before and after the regular general sessions, was an excellent selection of motion pictures from many different countries. Some were narrated by the delegates; all gave fascinating glimpses of physical education and sports activities in other parts of the world.

The special events of the Congress were particularly impressive. Two outstanding concerts were presented by groups from Sweden and the United States. The Idla Ensemble was sent by the Swedish government

Delegates to the Congress line up for their formal portrait on the American University campus, where sessions were held one morning of the week-long conference in Washington, D. C.

Demonstrations included teaching techniques from the Sporthochschule, Cologne, Germany, and in the afternoon delegates toured recreation facilities in Washington, D. C.

specifically to perform for the International Congress. Trained by Ernst Idla, this group of attractive and skilled girls presented a program of rhythmic gymnastics which combined a great variety of beautiful formations and movements, of differing qualities and patterns. It was a revelation and inspiration to representatives from other countries. Equally impressive was the concert in another medium presented by the modern dance group from the University of Maryland. Dorothy Madden was director of these young people, who returned from summer vacations to present the concert, in a triumph of originality and skill.

An international folk dance evening, with audience participation, a night tour of Washington, and an afternoon trip to the facilities operated by the District of Columbia Recreation Department were part of the special events. One evening was set aside as "Guest Night," and each of the representatives from other countries was entertained at dinner and for the evening by members of the United States delegation.

One of the highlights of the week was the Congress banquet which was held at the Statler-Hilton Hotel. Dr. Lillian M. Gilbreth, the famed mother of the *Cheaper by the Dozen* family, was the banquet speaker. Dr. Gilbreth has been interested in the International Association for Physical Education and Sports for Girls and Women ever since she was a keynote speaker at the First Congress, held at Copenhagen, in 1949.

Dr. Gilbreth, who is president of Gilbreth, Inc., management consultants, has appointed herself

At the banquet, Marie-Thérèse Eyquem (left), who is the new president of the international organization, presented to Dorothy Ainsworth (right), the Cravate de Commandeur de l'Ordre du Merite Sportif, awarded by the government of France. This is the first time a woman has been a recipient of this award, which is the highest France gives in the area of sports.

Lillian M. Gilbreth, management consultant and world traveler, spoke at the banquet. Speeches at all Congress meetings were translated instantaneously in four languages, and delegates kept pace by using ear phones. Above, members of the Idla Ensemble perform. Sent to the Congress by the Swedish government, the group presented an outstanding program.

Francisca Aquino, head of physical education for the Philippines, demonstrates teaching techniques in rhythmics, using coconut shells, for young boys and girls.

Shown below at the opening night reception are (l. to r.) Iveagh Munro, Canada, Isabelle Nel, South Africa, and Mabel Shirley, USA, chairman of the planning committee for the Congress.

Minnie Lynn, past-president, AAHPER; Verna Carley, U. S. International Cooperation Administration; Ruth Foster, Ministry of Education, England; and Dorothy Ainsworth, at second session. Delegates varied their activities from vigorous participation in folk dancing to rapt attention at panel discussions.

"ambassador without portfolio" for all the physical education teachers. She expressed her belief that management can benefit enormously from an understanding and knowledge of what teachers are doing in the schools to keep youngsters healthy and fit.

President Ainsworth awarded citations to former Congress hostesses, Madame Agnete Bertram, Copenhagen; Marie-Thérèse Eyquem, Paris; and Phyllis Colson, London. Citations were awarded for outstanding work in international relations to Bess Goodykoontz, director, International Education Relations Branch, U. S. Office of Education, and to the speaker, Mrs. Gilbreth.

Another ceremony at the banquet was an award from the French government to Dorothy Ainsworth. Maurice Herzog, French high commissioner of youth and sports, His Excellency Herve Alphard, the French ambassador to the United States, and Mlle. Eyquem chose the international meeting as the occasion for making this important award.

Officers and Committees for the Congress

The officers of the International Association serving during the Congress were: president, Dorothy S. Ainsworth, United States; vice-presidents, Marie-Thérèse Eyquem, France, and C. Muriel Webster, England; secretary-treasurer, Helen W. Hazelton, United States. New officers elected at the meeting are: president, Marie-Thérèse Eyquem; vice-presidents, C. Muriel Webster; Liselott Diem, Germany; Helen Hazelton; secretary-treasurer, Andrée Jaquot, France.

The International Congress was cosponsored by the AAHPER and the National Association for Physical Education of College Women.

Chairman of the AAHPER-NAPECW Committee for the 4th Congress was Mabel Shirley, St. Olaf College. Other members were Gwendolyn Drew, Washington University; Margaret P. Duggar, Stanford University; Edwina Jones, Cleveland Public Schools; Modena Lewis, Duke University; Elizabeth Ludwig, University of Wisconsin; Helen Manley, University City, Mo., Public Schools; Iveagh Munro, McGill University; Elsa Schneider, U. S. Office of Education; Ada Mae Warrington, Prince Georges County, Md., Public Schools; Christine White, Wheaton College. Local chairman was Dorothy Deach, University of Maryland. AAHPER staff liaison, responsible for the operational details and coordination of the Congress, was Rachel E. Bryant.

In the words of President Ainsworth, "The whole week was a great experience for all the delegates, from home and abroad, and it was one of high quality. As one guest from France remarked of the Congress, 'C'est de grande classe,' and others felt the same. Perhaps this was true because of careful planning and because it was a truly international conference in which all the different countries there spoke or were seen on the program. The delegates were interested in seeing or hearing of the work in other countries and from these presentations they could choose that which would be most useful for them and the people of their country. This is one of the main purposes of the International Association. It was a great privilege for the United States members of the Association to have the International Congress meet with them in Washington—and a very rewarding experience."

Complete proceedings of the 4th International Congress are being published and will be available from AAHPER at $2.00 per copy in the spring of 1962. ★

ACADEMIC CREDIT AND COLLEGE PHYSICAL EDUCATION

M. DOROTHY MASSEY

WHY SHOULD college credits be given for learning to play tennis, golf, or lacrosse, for swimming or creative dance? Why should academic credit be given for physical education courses? This question arises regularly on the American university scene, so that physical educators are forced into a position of defending their very existence in collegiate education at intervals ranging from quadrennially to daily, depending upon the level at which the case is being tried, from the academic policy board to the daily discussions with colleagues.

Why should academic credit be given for learning to 'play' tennis?" It may also be asked, "Why give academic credit for playing with solutions in chemistry? Cutting up a frog in zoology? Playing with paints in art? Enjoying a novel in literature?" All of these questions manifest shallow reasoning associated with superficial thinking, since they isolate an act from the meaningful whole. They may be said to be a by-product of the age of specialization which dominates American education. As we become more and more specialized in more and more restricted areas, we tend to lose sight of the whole. The most intelligent people who, in the fields of their respective specialties, have made great contributions to our knowledge do not always exhibit an equivalent insight into every other area of activity. We need to remind the specialist to apply the same objectivity to the evaluation of other fields of activity that he does to his own thinking.

It is indeed ironical that the basic nature of physical education itself may be partly responsible for its tenuous position in some university curriculums. The omnipresence of sports in our daily lives creates this dilemma. Unfortunately, many people do not realize that sports represent the *tools* of the physical educator, that they are the *means* to the end and not the *ends* in themselves. Consequently, opinions about physical education arise from a false premise, and the field has fallen victim to a cluster of non sequitur fallacies which are now more or less generally accepted as fact.

Dr. Massey is chairman of the Department of Physical Education for Women, University of Rhode Island, Kingston.

False Premises and Illogical Conclusions

Many factors may be cited to have contributed to the origin of the fallacious premise and the perpetuation of the illogical thinking that has led to a number of invalid conclusions regarding the relative value of physical education in collegiate curriculums. Intercollegiate athletics are relevant here because of their deleterious effects upon the evolution of collegiate curriculums in physical education. Pressures from alumni and other interested people for better varsity teams have, in many cases, forced universities to place on their faculties individuals who show promise of producing winning teams, regardless of their general knowledge or even interest in education itself. All too frequently, this has resulted in inferior presentations of inadequate courses, which are not approved by the physical educators who, in their pressurized atmosphere, must helplessly tolerate their continuance. Questions of academic credit may well be raised in connection with such courses, and the well-trained physical educator would agree wholeheartedly. Regardless of their source, teaching problems are not solved by ignoring and/or tolerating them. If the source of the problem is inadequacy of personnel, it does not follow that academic credit should be removed from the course. However, it does follow that there should be a change in personnel.

Superficial thinking is evident in frequently heard statements like the following: "Let's face it, physical education is recreation; let's call it what it is. Give the students a couple of hours of recreation per week, or throw in the ball and make them sweat, but let's not give academic credit for it!" While recreation is an important phase of physical education, it represents but one aspect of the total field. Also, according to this reasoning, something that is pleasurable should not receive academic credit; academic credit becomes a reward given for engaging in distasteful, uninteresting chores.

The question of credit for physical education sometimes arises from a group which has arrived at a conclusion as a matter of expediency. This may be the most insidious of the "anti-groups," because to accept this viewpoint, academic credit becomes a matter of population size. This is the group of individuals on the university team with the unenviable chore of processing records. The enormous task of processing grades for courses with very large enrollments is difficult to organize and hence an impediment to the efficiency of their offices. What are these large population courses? Physical education! Without consideration of the academic value, the dropping of physical education course credit to facilitate grade processing is the proposed solution.

Credits Identify Progress

Consideration of the question of academic credit for physical education should logically begin with an examination of the credit system. The controversy over the validity of the "credit system" itself is well recognized, and whether or not this system should be the means of identifying progress in the collegiate program is a relevant issue which may well merit the attention of all educators. But since the credit system is with us, we must treat it as the accepted operational procedure.

What is "credit?" The arbitrary nature of this criterion is unquestionable, but an examination of the origin and evolution of the credit

Academic credit should go with all courses which contribute toward the fulfillment of the major objectives of higher education. The question "Why give credit for learning to play golf?" is just as unreasonable as the question "Why give credit for learning to play with paints or with chemical solutions?" says the author.

system enables us to arrive at some conclusion concerning what the word "credit" means and to make some logical decisions concerning to what courses credits should be applied.

The Necessity for Group Measurement

As the American concept of higher education has evolved within the framework of the democratic philosophy of life, the necessity of the credit system has increased. Providing equal opportunity for all to attend college has brought about a tremendous increase in numbers of individuals for whom more advanced education is made available, and with this a need to process *groups* rather than *individuals*. The credit system enables us, at a moment's glance, to get an indication of the degree of progress of the individual in a collegiate program. The credit system is a necessity which has been imposed upon us primarily by the practical problem of administering higher education for large populations.

Now, let us examine the meaning of "a credit." For a baccalaureate degree, approximately 144 credits are necessary. If the whole is equal to the sum of all its parts, and if the whole, the baccalaureate program, is achieved when 144 credits have been successfully passed, then one credit is one unit of the whole program. But, just as the human being is something more than the sum of its constituent organs, so also the intellectual and emotional development of that human individual must be something more than a mathematical figure. The whole must represent not a sum but a geometric progression in which the common factor is represented by the degree of interaction that occurs from its beginning. Since the whole cannot be defined in terms of its component numbers, it must be identified in terms of its results. With a concept of the whole in these terms, we should be able to draw some conclusions as to the nature and proper juxtaposition of its component parts. If we accept the word "education" as derived from the Latin *educo*, to mean to draw out, to lead, to raise up, and "higher education," to mean to lead to greater heights, then a very logical question emerges, "What is there to be achieved at these great heights?"

While the common objectives of higher education may be somewhat controversial, there are some fundamental goals with which few will quarrel. A well-educated man should have a certain background of fundamental knowledge; he should be able to think logically and express himself clearly; he should be a socially and emotionally adjusted individual capable of intelligent participation in our American democracy. The graduate, with his background of knowledge, not only has the ability to think logically and express himself clearly, but automatically does so. While few educators will disagree with these objectives, some overlook the fact that these general goals can only be approached if every course in the curriculum makes some contribution toward their achievement.

Now the term "credit" has a meaning. If we accept any number (e.g., 144) of credits as being required for a bachelors degree, if we say the baccalaureate degree represents the "whole," if we define the whole in terms of the common objectives of a program of higher education, then it follows that each collegiate credit must represent some contribution toward each of the common objectives. Therefore, academic credit must be given in those areas of education where the student receives the experience and training that is necessary for him to achieve the common goals of higher education.

Toward the Common Goals

Physical education courses have been and are making substantial contributions toward the fulfillment of these common goals. In studying the historical development of the various activities the student is given an opportunity to develop an understanding and appreciation of the people from which each is derived. Principles studied in such areas as history, sociology, and literature start to come alive. One of the fundamental objectives of all physical education courses is to improve general health and physical well-being and to work toward the development of the emotional stability of the individual. The discussions of problems in these areas generate interest in the subject matter and drive the student to seek more and more for knowledge in the related areas. Here physical education is supplying "fuel" for the

"lamp of knowledge." Physical education is not the only area where this fuel is obtained, but well-organized physical education programs make substantial contributions both directly and indirectly to the general background of knowledge that the well-educated person should have.

Laboratories for Communication

The student's ability to think logically can actually be tested in the physical education laboratories. The game situation presents opportunities for arriving at conclusions under conditions of stress where poor decisions and their consequent results are immediately obvious and logical thinking results in immediately recognizable success. A laboratory which provides continual practice under trained personnel is a necessity in the higher education of our students.

The necessity of acting quickly and correctly is so important in physical education activities that communication must be of the most explicit type. The communications skills that are discussed in other classes are put into practice in the well-organized physical education program. Experiences for developing the ability to speak clearly and correctly are also received in other classrooms, but a real test of ability comes in performance in the informal situations of the physical education laboratories.

Since physical education provides a pathway toward the achievement of these three primary objectives of the total program, it follows that the physical education program must be assigned units that are included in the calculation of the whole.

Unique Contributions to Total Development of the Individual

In addition to contributing to these fundamental objectives of higher education, physical education programs make unique contributions to the development of the individual as a whole personality. Through dance and other creative aspects of the physical education program, an atmosphere is provided for the development of self-expression, creativity, and poise. The unique feature of this phase of the program is the use of the human body itself as the medium of expression. The importance of this mode of expression for release of tensions cannot be overemphasized. Through participation in the physical education service program the student learns recreational skills and develops an interest in activity in these areas. In our era of automation, as more leisure time is becoming available, the efficient and satisfying use of leisure time becomes increasingly necessary to the emotional adjustment of the individual. People equipped with a repertoire of recreation skills are not good "tranquilizer bait." What has been gained if, after four years of education, the individual is socially and emotionally maladjusted?

The emphasis placed upon sportsmanship and ethics in a well-conducted program of physical education can lead the students to the development of, appreciation of, and a desire for high moral standards in themselves and others. The skillful taecher helps the students assume the roles of leader or follower when the situation demands it. Development of good leaders and intelligent followers, as preparation of an intelligent citizenry, is an important objective of the university.

The necessity of providing the student with an opportunity to develop in these areas becomes obvious. Since physical education courses are thus a necessary part of the whole, they must be considered as important units contributing to the major objectives of higher education and should have appropriately attached credit.

In order for physical education to make its contribution toward the fulfillment of the major objectives of higher education, as well as the unique contributions of the field itself, the student should be required to participate in a complete program of activities planned by physical educators. If we accept the fact that one credit is one unit of the baccalaureate program, then it necessarily follows that the requirement of a program of physical education courses must be treated in exactly the same manner as the course requirements in other educational areas. In short, since physical education courses contribute toward the achievement of the general objectives of higher education and, at the same time, make unique contributions in terms of providing an area of integration of the whole individual, physical education courses should receive full academic credit with the accompanying honor status. ★

What They Said:

JOHN W. GARDNER, in Goals for Americans. "A college education should be a reasonably arduous experience."

MARTIN C. TATE, president, Department of Elementary School Principals (NEA), in the "National Elementary Principal," September 1961: "Someone has said that the greatest invention of all times was when an obscure Greek at Plataea, about 2500 years ago, perfected the process of marching in step. When it was found that the efforts of a large group of people having different motives and different personalities could be organized and coordinated to function as one, that day civilization began. I am proud to be a part of an organization that looks with dignity on its responsibilities and opportunities. 'Men in step' is one of the greatest devices for success. Let us march together."

GLENN A. OLDS, president, Springfield College: "Play is the domain in which man is uncomplicated. Man here finds out who he is."

W. RAAB, M.D., from article "Loafer's Heart," A.M.A. Archives of Internal Medicine, February 1958: Somatic and psychic phenomena are no longer separable. If the degenerative features of "loafer's heart" are, at least in part, initiated by lack of muscular exercise, the psychic implications of the latter must not be left unnoticed. An all-embracing philosophy of both physical and mental take-it-easy-ism deprives human life of most of its higher values and incentives. It leads to unimaginative boredom and breeds addiction to cheap entertainment and to the various commercially available substitutes for mental stability and spiritual creativeness. Such tendencies, combined with the frantic striving for material "success" in a conformist competitive society add frustrations and anxieties whose cortical and hypothalmic mechanisms cannot remain without detrimental effects on the neurovegetative biochemical equilibrium in the cardiovascular system."

JEAN MAYER, associate professor of nutrition, Harvard University School of Public Health: "If there is any basic rule in managing obese adolescents, chances are it would be to increase their physical activity."

COMMITTEE ON AGING, Council on Medical Service, AMA: "The benefits to be derived from regular, enjoyable exercise hold true for all age groups. There is no such thing as an age at which exercise should be stopped."

REPORT FROM OVERSEAS

Physical Education in Thailand

JOHN H. JENNY

DURING A THREE-MONTH stay in Thailand, under U.S. State Department sponsorship, I visited almost every province in this Southeast Asian country just slightly smaller than Texas. I worked with the governors, deputy governors, education officers, and district officers; consulted with officials of the Thai government; talked with lord mayors of cities and with civic groups; served as a foreign consultant to the First National Conference on Social Service; visited schools, colleges, teacher training institutions, and universities. Everywhere I found great interest and concern for the educational program. The Thai government and the people are working to develop a modern educational program; they recognize that the only real defense for a lasting democracy to stand against the totalitarian ideologies is a total education for all at public expense.

The country is one of contrasts—modern buildings and up-to-date equipment exist side by side with ancient ideas and primitive living conditions. It is not uncommon to find Thai cooks using charcoal while an electric stove stands idle in the same kitchen. It is not uncommon to see workers transporting materials on their backs while trucks speed by them carting additional loads. But Thai people, although by no means living at American standards, do not have the widespread poverty seen in many other parts of Asia. It was in this setting that I found myself working with a sports-minded people interested in all phases of physical development.

The minister of education, M. L. Pin Malakul, a career educator, recognizes the true value of all disciplines in a total education. His director general of physical education and athletics, Kun Kong, is a foreign-educated physical educator with a tremendous understanding of the role of these fields in the total educational picture. One of Mr. Kong's responsibilities is supervision of the College of Physical Education, a relatively new teacher-training institution. In its fourth year, it had just become a four-year program (formerly it was only a two-year program). The director, Busom Martin, a physician, is one of Thailand's medical specialists and an avid and skilled athlete himself. I served as a visiting professor in the College of Physical Education and taught three professional courses, "The Administration of Health Education," The History and Philosophy of Physical Education," and "Introduction to Recreation Education."

The college is located at the National Stadium, where tennis courts, soccer fields, indoor and outdoor gymnasiums, a palestra, tracks, play courts, and classroom facilities are coordinated into an excellent curricular offering. The program includes, of course, several indigenous activities, such as sword fighting (not fencing), Thai boxing (no holds barred variety), ram wong (folk dancing), and classical Thai dancing. These depend upon a through knowledge of the cultural pattern of the Thais and are not activities which we would incorporate in our programs. But then, the Thais are not adopting our activities wholesale. There was a time, however, before cautioning by the American consultants, when they were apt to do just this, but now our activities are considered only in light of the contributions each makes to total learning and development.

The Thai major student is an avid learner. At first, it was difficult for me to break down the distance which existed between professor and student, but once this was done our discussions were lively and informative. They sought me out on campus, and we held conversations under mango trees, under the hot Thai sun, on street corners, after class. These young men and women are dedicated. They know that there will not be positions for most of them until such time as the Thai Ministry of Education is able to create new positions in the schools for physical educators, but they are willing to prepare themselves for this specialized service and to teach in a classroom, giving additional service in the fields of health, physical education, and recreation. They are convinced that someday Thailand will have physical education specialists in every school, for the contribution of this field to total development and learning is probably better understood in Thailand than in many other countries.

The college, with a student body of over 400, has a very able staff of instructors and professors. Many faculty members have advanced degrees in health and physical education from foreign universities. The dedicated staff spent most of their "nonteaching" time at their desks and in the libraries preparing to do a better job tomorrow than they had done today. There was no using of yesterday's lectures for tomorrow's classes if a better lecture and new information could be secured.

The fact that the Thais did not have graduates in physical education until two years ago does not mean that there was no physical education in the country. The many graduates of colleges of physical education from the United States and Europe were the professors who were responsible for establishing the College of Physical Education to develop additional leadership within their own country. A goodly number of American specialists have served Thailand during the last few years, including Chuck Daley, Skip Winans, Gordon Fisher, and Domingo Los Banos. Each of these specialists has left some improvement for the Thais to build upon, and the people have been extremely grateful for this help. (*Continued on page* 56)

Dr. Jenny is supervisor, Department of Health, Physical, and Safety Education, Wilmington, Delaware, Public Schools.

Dancers Tour Brazil

Experiencing the personal responsibility for international good will, Smith College students make friends for modern dance and for the United States with their concert tour of our South American neighbor.

MARTHA MYERS

"Estudantes Americano Realizam visita ao Rio" read the headline of one of many feature articles in Rio papers during our two-week stay in that city in July 1961. A year of planning and working and a final month of intensive preparation were spanned with this single sentence. The Smith College Concert Dancers, at the invitation of the Brazilian alumnae of American colleges and universities, had finally reached Brazil.

Seven Smith undergraduates and two professional guest artists composed the performing company under my direction. My husband, professor of philosophy at Kenyon College, accompanied us, lecturing in dance aesthetics. The tour, originally scheduled for two and a half weeks, stretched into a month. Within this time we gave 20 performances in seven cities, taught classes and clinics in dance, lectured, and visited with Brazilians of widely varied occupations and backgrounds. Our audiences numbered from 50 to 5000 in theaters ranging from a sumptuous municipal opera house to vast gymnasiums, romantic outdoor amphitheaters, and dignified museum corridors. We did live television performances which we were told reached some eight million people.

The response of audiences throughout the tour was warm and enthusiastic. In one climactic episode I was picked up by about 50 people, carried around an arena, and tossed high in the air, to the accompaniment of a chorus singing "Yankee Doodle Dandy," cheering and crying. Stories of the group's appearances were featured on front pages of local papers; in Rio interviews, articles, and pictures appeared in 15 of the city's 18 daily journals. We were awed to find that we were to be the first American group presented in the new capital, Brasilia, where we were sent under United States Information Service auspices. In Recife, we won the "TV Award of the Year."

The Smith College dancers whose visits throughout Brazil were enthusiastically received pose here during a rehearsal session for their month-long dance tour.

At every stop we were impressed with the interest in and quick enthusiastic response to dance and to the Smith group. At each appearance we explained that ours was an independent, nonprofessional student group, making the tour of Brazil at the invitation of the alumnae in order to share ideas and experiences through the art of dance. We were able to do this because of someone's faith that such an opportunity for young people is important and that personal direct exchange is worth as much as political and diplomatic negotiation in achieving understanding and international friendship. The simple miracle was equally due to the efforts and support of Dorothy Ainsworth, professor emeritus of Smith College and former director of the Physical Education Department, who in 1953 arranged for a tour of the United States by the dance group from the University of Brazil. Our invitation in part stemmed from this event, becoming truly an exchange.

Our students have returned with a new understanding of what international relations means, a realization of the personal responsibility of each individual in contributing to it. The tour was a month in time and many thousands of miles in distance. There is no commensurate measurement of understanding, but if there were it would in this instance make the other numbers seem pale. Based on this experience, we hope there may be many other opportunities for students to communicate through their special skills and talents, from all countries to all parts of the world. ★

Miss Myers is associate professor of dance in the Department of Physical Education, Smith College, Northampton, Massachusetts. She recently completed direction of an educational television series, entitled "A Time To Dance," now available from Indiana University.

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1961, 447 pages, cloth bound, $5.75.

BEGINNING SYNCHRONIZED SWIMMING

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Here is a valuable collection of basic swimming techniques, composition, tips on learning progression, show production, costumes, props and music accompaniment. Fifty-three illustrations, 20 line drawings plus diagrams serve as graphic descriptions of the techniques, basic steps and action analysis. It is a valuable aid for the instructor who wants to start a synchronized swimming program. The stunts and routines described are adaptable to age groups from grade school youngsters to college students. 1958, 151 pages, $3.00.

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Intramural Sports

Pat Mueller, University of Minnesota; and
Elmer D. Mitchell, Emeritus, The University of Michigan

Third Edition of this pioneering book covers the total intramural sports program, with practical information and workable ideas for schools, colleges, clubs, and organizations. It covers every phase of the program, from personnel and administrative details to equipment and scheduling of activities. Includes many time-saving tournament draw sheets and scoring tables. *3rd Ed., 1960. 443 pp., illus.* $6.00

Team Sports for Girls

Edited by **Ann Paterson,** San Francisco State College

A thorough presentation of effective techniques for teaching team sports to junior and senior high school girls. Individual chapters are devoted to lacrosse, speed-a-way, field hockey, speedball, and other major areas in sport. Each chapter gives the history and object of the game, facilities and equipment required, positions and duties of the players, etc. *7 Contributing Authorities. 1958. 396 pp., illus.* $5.50

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BOOKS AND BULLETINS

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GENERAL

Health and Fitness in the Modern World. Chicago: The Athletic Institute, 805 Merchandise Mart. 1961. 400 p. $4.50. This book contains the findings of a scientific conference conducted by the American College of Sports Medicine during the Olympics in Rome at which scientists from 15 countries presented 44 papers on health and physical fitness. The reports presented are classified under the following headings: Nature of Health and Fitness; Physiology of Human Activity; Psychology and Sociology of Human Activity; Mechanics of Human Activity; Training and Conditioning for Human Activity; and Exercise Problems Needing Research.

HEALTH EDUCATION

You and Your Food. Ruth Bennet White. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 459 p. Illus. $5.32. This book is written to help teenagers understand how a wise use of food in daily meals and snacks can give them an attractive personal appearance, vitality, mental alertness and efficiency, resistance to disease, and continued vigor as they grow older. It presents the latest findings about food and nutrition to the teenager, explains what foods they need daily, why they are needed, and how to use them in balanced meals and snacks.

Health in Childhood. R. W. B. Ellis. Baltimore 11: Penguin Books Inc. 1961. 251 p. Illus. $1.25. This publication, written for the layman, traces the child's development from conception through birth and infancy. Factors that influence normal growth and suggestions for aiding the illegitimate, the physically handicapped, the emotionally disturbed, and the mentally defective are presented. The author is a physician and a professor of child life and health at the University of Edinburgh.

Teaching of Psychiatry and Mental Health. World Health Organization. New York 27: Columbia University Press International Documents Service, 2960 Broadway. 1961. 186 p. $2.00. A series of papers prepared as contributions to the study of this particular health question under the auspices of the WHO Expert Committee on Mental Health. The aims, subject matter, and methodology for the inclusion of mental health and psychiatry in the medical school curriculum are discussed. One chapter is devoted to a presentation of the findings of an international survey on the teaching of psychiatry and mental health.

BOOK LISTINGS

GENERAL

Exceptional Children and Youth: Special Education Enrollments in Public Day Schools. Romaine P. Mackie and Patricia Peace Robbins. U. S. Dept. of Health Education, and Welfare. Washington 25: U. S. Government Printing Office. 1961. 15 p. 15¢.

Education of the Severely Retarded Child: Classroom Programs: Harold M. Williams. U. S. Dept. of Health, Education, and Welfare. Washington 25: U. S. Government Printing Office. 1961. 82 p. 45¢.

Prejudice, Mental Health and Family Life. Nathan W. Ackerman. New York 22: American Jewish Committee, Institute of Human Relations, 165 E. 56th St. 1961. 27 p. 50¢.

Federal Funds for Education, 1958-59 and 1959-60. Clayton D. Hutchins, Albert R. Munse, and Edna D. Booher. U. S. Dept. of Health, Education, and Welfare. Washington 25, D. C.: U. S. Government Printing Office. 1961. 247 p. $1.00.

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Learning More About Communication. Irving S. Shapiro. New York: National Public Relations Council of Health and Welfare Services, Inc., 257 Park Ave., South. 1961. 24 p. $1.00.

What Psychology Can We Trust? Goodwin Watson. New York: Teachers College, Columbia Univ. 1961. 20 p. 40¢.

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Living Fully through Health Education. Dover, Delaware: State Dept. of Public Instruction. 167 p.

Mental Aftercare. Emma Harrison. New York 16: Public Affairs Pamphlets, 22 E. 38th St. 1961. 28 p. Illus. 25¢.

The Awakening. Hennie D. Taylor. The author: North Carolina College at Durham, Department of Physical Education, Durham, N. C. A short story in which a young college student is given counsel on sexual behavior in the modern age. 1961. 17 p. $1.25.

PHYSICAL EDUCATION & ATHLETICS

Middle Distance Running — The Young Athlete Talks to A. R. Mills. A. R. Mills. Distributed by SportShelf, P. O. Box 634, New Rochelle, New York, for Phoenix Sports Books, London. 63 p. Illus. $2.50.

How to Improve Your Soccer. Chicago 54: Athletic Institute, Merchandise Mart. 1961. 48 p. 50¢.

Indoor Basketball. Wellington, New Zealand: Physical Education Office, Department of Education. 1961. 33 p.

Archery. Third edition. Natalie Reichart and Gilman Keasey. New York 10: Ronald Press Co., 15 E. 26th St. 1961. 78 p. $3.50.

The NAIA Official Records Book. Kansas City 5: National Association of Intercollegiate Athletics. 1961. 63 p.

Cheerleading. Second edition. Newt Loken. New York 10: Ronald Press Co., 15 E. 26th St. 1961. 92 p. $2.95.

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Regional Parks and Open Space: Selected Conference Papers. Frances W. Herring, Editor. Berkeley 4: University of California, Bureau of Public Administration. 1961. 147 p. $2.50.

NEA PUBLICATIONS

Write to National Education Association Publications — Sales Dept., 1201 16th St., N.W., Washington 6, D. C., for publications listed below.

Education and Economic Growth. Harold M. Groves. Committee on Educational Finance. 1961. 58 p. $1.00.

Public Relations Ideas for Teacher Education. American Association of Colleges for Teacher Education. 1961. 66 p. $1.00.

Statistics of Retirement Systems To Which Teachers Belong. Research Division. Research Report R16. 1961. 60 p. 50¢.

Salaries and Salary Schedules of Urban School Employees, 1960-61. Research Division. Research Report R17. 1961. 92 p. 75¢.

High Spots in State School Legislation, January 1-August 1, 1961. Research Division. Research Report R18. 1961. 87 p. 50¢.

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Our Profession Goes Abroad

The following compilation by Christine White lists those in the field of health, physical education, and recreation who have had foreign service. This is a continuation of the list published in the November 1958 issue of the Journal, page 63.

FULBRIGHT GRANTEES

Information is listed in the following order: name, professional affiliation at time of appointment, country visited, and field of work.

1961-62

Garvanian, Edward; Albuquerque, N. Mex., High School; Burma; PE and athletics
Linden, Arthur C., Jr.; Paramount, Calif., High School; Korea; PE
Pond, Charles P.; University of Illinois; Colombia; PE
Price, Hartley; Florida State University; Colombia; PE
Pangle, Roy V.; George Peabody College; Finland; PE
Van Ness, Roy W.; State College, Trenton, N. J.; Thailand; PE

1960-61

Bowers, Richard; Kings College, Tenn.; Burma; PE
Clay, Maurice; University of Kentucky; Colombia; PE
Kleinman, Seymour; Ohio State University; Finland; PE
Los Banos, Domingo, Jr.; Linekona School, Hawaii; Thailand; PE
Williams, Georgia R.; Stanford University; Burma; PE
Knuttgen, Howard; Boston University; Denmark; PE

1959-60

Berry, Burl; Iowa State College; Iran; PE and athletics
Hart, Charles J.; Brigham Young University; Pakistan; PE
Knuttgen, Howard; Boston University; Denmark; PE
Los Banos, Domingo, Jr.; Linekona School, Hawaii; Thailand; PE
Miller, Robert C.; Hastings, Mich., High School; Burma; PE
Welch, Marya; University of California, Davis; Austria; PE and recreation

1954-55

Freeburger, Helen; Olympic Jr. College, Wash.; Austria; PE

1951-53

McPherson, Bonnie; California; Netherlands; PE

EXCHANGE TEACHERS—OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

1961-62

Christman, Hazel B.; Abington, Pa., High School; Scotland; PE
Herwig, Bruce L.; Thomas Jefferson School, Fairlawn, N. J.; England; PE and health
Vega, Toby T.; Bristol, Conn., High School; Costa Rica; PE

1960-61

Arnold, Barbara J.; Seattle, Wash., High School; Netherlands; PE
Gans, Marvin; Whitman Jr. High School, Livonia, Mich.; England; PE
Gregory, Boris H.; City College, Oakland, Calif.; England; PE and health
Lewandowski, Diane M.; Tuley High School, Chicago; England; PE
McCracken, Joan; Helena, Mont., High School; England; PE
McLain, Martha D.; Culver-Stockton College, Mo.; England; PE
Moon, Dorothy; Iowa State Teachers College; West Indies; PE
Rapp, Dorothy J.; F. L. Wiley Jr. High School, University Heights, Ohio; Scotland; PE
Vega, Toby T.; Bristol, Conn., High School; Costa Rica; PE

OTHER SPONSORING AGENCIES

Information is listed in the following order: name, professional affiliation at time of appointment, country visited, field of work and position, assigning agency, and year or years of assignment.

Adams, Colleen; Public Schools, Kansas City, Mo.; Germany; PE teacher; Armed Forces; 1959-60
Clay, Maurice; University of Kentucky; (1) Mexico; PE and sports consultant; American Sch. Foundation; 1957; (2) Colombia; seminars — PE and sports; Comision Para Intercombio Educativo; 1961
Comstock, Maxine; Sedan, Kansas; Germany; teacher; Armed Forces; 1961-62
Gibson, Byron E.; U. S. Military Academy, West Point; Korea; athletics consultant; U. S. Army; 1960-61
Kauffman, Earl; University of Kentucky; Cambodia; PE consultant; ICA; 1957-59
Klebe, Viola; Bismark, N. D.; Spain and Germany; PE and health teacher; Armed Forces; 1956-60
Ransom, Alured; Pittsburgh, Pa.; Afghanistan; recreation adviser, Ministry of Education; Asia Foundation; 1959-60
Smith, Helen G.; Washington State University; Turkey; PE teacher; YWCA; 1920's
Stover, Myrta; Baldwin Wallace College; Korea; PE teacher; Methodist Church; 1927-37
Walker, Mary C.; Piedmont, Calif.; Afghanistan; PE adviser, Ministry of Education; Asia Foundation; 1959-60
Whitney, Mary E.; San Francisco State College; Turkey; PE teacher; Am. Kiz Kileji; 1958-59
Winans, Sterling; N. Sacramento, Calif.; Malaya, Burma, Thailand, and Hong Kong; recreation consultant; Asia Foundation; 1958-60
Yurkie, Thomas; Levittown, N. Y.; West Germany; recreation consultant; U. S. State Department; 1953

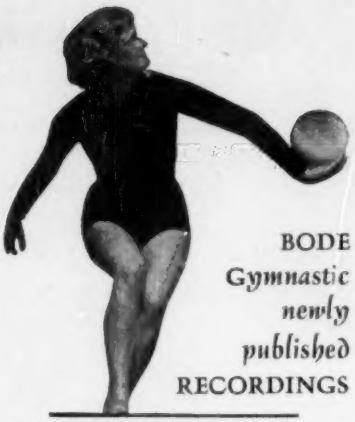
AMERICAN SPECIALISTS PROGRAM—U. S. STATE DEPARTMENT

Information is listed in the following order: name, professional affiliation at time of appointment, country visited, and year or years of assignment.

Adams, Paul; Baldwin-Wallace College; Liberia; 1961
Addie, Pauline Betz; professional tennis; Japan; 1960
Allan, Archie; Springfield College; Honduras; 1958
Angelich, Lee; Fresno, Calif., High School; Libya; 1961
Aultman, Cliff; Geneva College; Indonesia; 1958
Bennett, Lyle; Central Michigan College; Rhodesia; 1959
Billingsley, Robert; Indiana University; Japan, Indonesia; 1960
Boehm, Walter; San Francisco State College; Africa, Tunisia; 1959
Brown, Joseph; Princeton; Japan, Taiwan; 1960
Campbell, William; University of Maryland; Singapore; 1960
Carrasco, David; American University; Central and South America; 1960
Ciszek, Ray; Western Washington College; South Africa; 1958
Coccari, Andrew; Oyster Bay, N. Y., Public Schools; Iran; 1961
Coker, Charles; Occidental College; East Africa; 1959
Dailey, Charles; Oregon State College; Singapore, North Borneo; 1960
Dean, Everett; Stanford University; Peru; 1958
Dobson, Margaret J.; Portland State College, Oregon; Hawaii, Japan, Philippines, Okinawa, Formosa; 1959
Emmerich, James; South Dakota State College; Morocco; 1961
Fischer, Carl; University of Connecticut; Liberia; 1959
Fisher, Gordon; Indiana University; Thailand; 1960
Fisher, Meyer; Boys High School, Brooklyn, N. Y.; Israel; 1960
Fox, Philip; District of Columbia Teachers College; Sweden; 1960
Griffin, James; Hampton Institute; West Africa; 1960
Goldberg, Isidor; New York City Board of Education; Guinea, Mali; 1961
Gorr, Ernest; University of Omaha; British Guiana; 1959
Hamilton, Jim; Lenoir Rhyne College, England, Turkey; 1959
Hart, Thomas; Howard University; Ghana; 1959
Hill, Talmadge; Morgan State College; Mozambique; 1961
Inman, Stuart; San Jose State College; Singapore, Borneo; 1959

(*Continued on next page*)

Jenny, John; Wilmington, Del., Public Schools; Thailand; 1960
Johnson, Leo; University of Illinois; Jamaica; 1960
Kennedy, Robert; University of Connecticut; East Africa; 1960
Kimball, Richard: University of Michigan; Japan, Indonesia; 1960
Kurth, Carl; Trinity College; Ethiopia, Libya; 1958
LaFond, Edward; Catholic University; Nigeria, Kenya; 1959
Long, Leo; Mt. View, Calif., High School; Sudan; 1960
Longfellow, John; Indiana State College; Haiti; 1959
Lucas, John; University of Maryland; Turkey; 1959
Lumley, A. E.; Amherst College; Sudan; 1961
McCay, Albert H.; S. Huntington Public Schools, N. Y.; Jordan; 1960
Marlar, Luther; Southern Louisiana College; Sudan; 1960
Martin, Glenn; Southern Illinois University; Israel, Netherlands; 1959
Merrick, Ross; AAHPER; South America; 1959
Miller, William; Lawnside, N. J.; Asia; 1961
Myers, Earl; Mankato State College; Lebanon, Libya; 1958
Nicholson, Leo; Central Washington College; Singapore, Malaya; 1958
Obeck, Victor; New York University; Ireland; 1960
Philbin, Lester; University of Michigan; South America, Indonesia; 1959, 1960
Perez, Salvador; Santa Fe High School; Honduras; 1960
Reel, Vincent; Claremont College; India; 1960
Shenk, Henry; University of Kansas; Malaya; 1961
Sportsman, Charles; San Diego State College; Singapore, Malaya; 1958
Stotlar, John; Southern Illinois University; Curacao; 1959
Sylvia, Charles; Springfield College; Colombia, Bolivia; 1959
Thompson, Harry; Great Neck, N. Y., Public Schools; Jordan; 1959
Vega, Toby T.; Bristol, Conn., High School; Central and South America; 1959
Walker, LeRoy; North Carolina College; Israel, Lebanon, Ethiopia; 1959, 1960
Warner, John; Colgate University; Rhodesia; 1960
Whitfield, Mal; Nigeria; 1961
Willing, Richard; Montclair State College; Afghanistan, India; 1959, 1960
Zimmerli, Elizabeth; Lock Haven, Pa., State College; Israel, Iran; 1960
Zimmerman, Al; Downey, Calif., High School; Venezuela, Peru; 1959



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SPOTLIGHT ON THE DANCE

Editor, NANCY SMITH
Sam Houston State Teachers College, Huntsville, Tex.

METAPHOR IN METHOD

NANCY SMITH

A recent class discussion, following the showing of a dance film, yielded the following questions and statements:

"The dancers showed great concentration—and this concentration was both mental and physical."

"The dances were emotional, but the dancers weren't."

"The duets were beautiful, but physical contact in dancing disturbs me."

"Why is some dancing embarrassing?"

"Some art is too personal. Some isn't. What makes the difference?"

"Some literature is just honest—yet some people consider it vulgar. I think it's all in the mind of the reader. The same is true with dancing."

"Music makes everything more personal."

"Pictures and music and books don't seem personal to me, but the human body is personal."

"Dance is like language."

"Dance disturbs me—but I don't mind the disturbance."

"Art forms represent life. Life is—it doesn't represent."

"Art makes life more meaningful."

"The movement isn't specific, but I think I know what it meant."

These questions and comments were posed by young women in a beginning contemporary dance class. They constitute only a few of the many comments contributed by the students on that particular day. In each statement there is at least one potential concept of philosophical scope and complexity. Such concepts have teased the minds of scholars for centuries. Perhaps we can assume that the whole history of intellectual endeavor and academic effort reveals a universal attempt on the part of man to lay hold of these concepts and to subject them to human comprehension.

Stimulating the Urge to Question

The fact that many questions are never finally and completely answered disturbs only the novice or the neurotic; the fact that questions might remain unasked should disturb the educator. What, however, produces the urge to question, to speculate beyond the level of daily need? What can provoke the student's mind to be restless and inquisitive about matters which although related to his course work are probably not included on tomorrow's exam? Philosophical thought and intellectual speculation are activities which flourish only in certain climates. They frequently occur when the mind is in a paradoxical condition of attention and repose. The "command performance" atmosphere that is typical of most examination situations is frequently not conducive to the more permissive milieu in which philosophy thrives. (Both kinds of atmosphere are, of course, valid and valuable.)

But what was it that caused the students in the aforementioned class to respond so fully to the opportunity for discussion? Previous attempts on the instructor's part to suggest a few such concepts had not yielded such student involvement. The film, of course, was the specific stimulus. Why, then, did the audio-visual aid succeed whereas other pedagogical techniques might have failed? Perhaps an explanation may be found in the following excerpt from Susanne Langer's *Problems of Art:*

". . . if we want to name something that is too new to have a name . . . or want to express a relationship for which there is no verb or other connective word, we resort to metaphor; we mention it or describe it as something else, something analogous. The principle of metaphor is simply the principle of saying one thing and meaning another, and expecting to be understood to mean the other. A metaphor is not a language, it is an idea that in its turn functions as a symbol to express something. It is not discursive and therefore does not really make a statement of the idea it conveys; but it formulates a new conception for our direct imaginative grasp."

Relating to Academic Subjects and to Life

The method, therefore, was metaphor. The film—and it might well have been any other such teaching aid—was the metaphor which related the course content to other areas of the students' interest. The ensuing discussion touched on other curricular and extra-curricular aspects of student experience. The variety of the queries and the remarks might have seemed distractingly digressive had they not emerged with a spontaneous logic from the whole context of the discussion. This is evidence again that it is the relatedness of course content to other academic areas and to daily living that renders the content significant and memorable to the student. The compartmentalizing of subject matter sterilizes it.

If the principle of metaphor can thus be considered to be a principle of sound methodology, then the many so-called extras—the films, the plastic and graphic art forms, the accompaniment—are

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not curricular frills. They are important components of creative pedagogy.

The principle of metaphor in method extends beyond the judicious use of stimulating audio-visual aids. It often characterizes the whole approach of that teacher who is so involved in her material that she automatically relates it to other areas of experience. Her automatic analogies breathe life into her subject matter; she is able to transport her material from pedantry into the personal experience of the student.

Training minds to make relationships between specific course content and other academic or nonacademic experiences is the principal challenge of teaching. It is a challenge which cannot be met by pigeonhole pedagogy. The compartmentalized mind cannot cope with the complexities of existence; it can only produce worse than machine-like behavior. The teacher of dance—which is by its very nature essentially a nonverbal image—must be constantly aware of potential analogies ranging from the many fine and available audio-visual aids to the less specific but equally available metaphors in our daily lives and environment . ★

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LEVEL: Junior and senior high
EQUIPMENT: Basketball

HOW WE PLAY IT:

To play the game most effectively, three should be the maximum number of players on a team. Score is kept by innings, as in regulation baseball, and nine innings constitute a game. The first player on the team at bat steps up to the line and shoots one free throw. If it goes in, he scores a single for his team and goes back to the end of his team. After three shots in a row are made, each succeeding shot counts as one run. If the player misses, he is out and the side is retired, bringing the other team to bat. The opposing players may not approach within ten feet of the shooter, although they may try to distract his attention.

CO-ED SOFTBALL

Contributed by Clyde Deans
Lenoir Rhyne College, Hickory, N. C.

TYPE: Softball
PLAYING AREA: Softball field
LEVEL: Junior high through college
EQUIPMENT: Softball equipment

HOW WE PLAY IT:

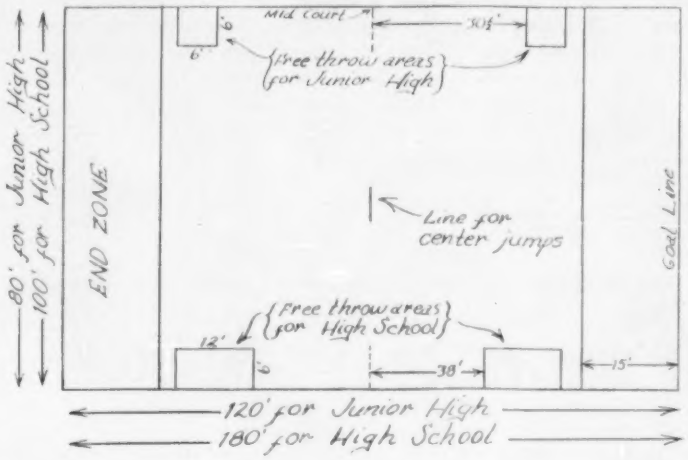
Both teams have a boy and a girl for each position. Boys and girls alternate in the batting order, i.e., the boy of the first pair, then the girl of the second pair. Boys pitch to and catch for boys and may put out only boys. This includes the catching of fouls and fly balls. Girls pitch to and catch for girls and must make the final put-out of another girl but may also put out boys. If a full-sized diamond is not available, it may be safer for the boys to use plastic balls and bats. Other than as stated, regular softball rules apply.

HOW WE DO IT

BRISKETBALL

Contributed by Robert M. Allen, Jr.
Clearlake Junior High School, Cocoa, Florida

TYPE: Touch football-basketball combination
PLAYING AREA: Basketball court
LEVEL: Upper elementary through college
EQUIPMENT: Football



HOW WE PLAY IT:[1]

The game is played by two teams, each having five players. The purpose is to score by running over the opponent's goal line with the ball or by making free throws. The game is started with a center jump, and all of the players try to recover it. The ball is played by throwing it or running with it in any direction (except when a player with the ball has been touched in his opponent's end zone, at which time he must throw the ball to someone who is in the court). When a player catches the ball or gains control of the ball while he is on the court, he may run with the ball until he is touched, throws the ball, or scores. When touched a player stops and throws

[1] This is a highly organized game having many rules similar to basketball and skills similar to football. A 42-page pocket-sized booklet explaining the game in detail is available from the author. Basic principles of the game are outlined here.

the ball from that spot without interference. An official designates, by blowing his whistle, whether or not a person has been touched and where he should throw from. A goal is made when a player runs over his opponent's goal line, having the ball in his possession and having been in contact with the court before going over the goal line. If a player is touched while he is in the air, and the player is either jumping over the goal line or is throwing the ball, the action does not stop when the player is touched. A free throw is made by an unhindered throw from a player's own 3-second free throw lane to a teammate who is standing in his opponent's 3-second free throw lane. If the teammate catches the ball and remains in the lane for one second the point is good. After the free throw, a player on the other team makes the throw-in from the oposing team's end zone.

A goal counts as two points, a free throw, one point. A tie is decided by alternating free throws until one team is one point ahead with an equal number of throws. Rules dealing with committing fouls, substitutions, timeouts, timing, quarters, out of bounds, and throw-ins are the same as used in basketball.

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FLORIDA BALL

Contributed by Fritz Fountain
Melrose Park Elementary School, Lake City, Florida

TYPE: Basketball
PLAYING AREA: Basketball court
LEVEL: Elementary through junior high
EQUIPMENT: Basketball

HOW WE PLAY IT:

This game was devised to be used in a situation where an outside court surface is too rough for dribbling or in an elementary situation in which the students have not yet mastered the skill of dribbling.

There are 5 or 7 players on a team, consisting of one center and an equal number of forwards and guards. The ball is put into play by a jump ball at the start of the game. Forwards play the end of the court nearest their team's goal; guards play in the area of the opposing team's goal. They may not cross the center line. The center, however, may play the entire court.

A player may not run toward the goal while carrying the ball but may run laterally to the goal or away from it. If the ball is caught by a player running toward the goal, he may take only two steps before either turning to run laterally or throwing the ball. The ball is thus advanced only by passing. A player may not hold the ball more than 5 seconds at any time.

Passes may be made from any part of the court. A score is made when the ball hits or passes through the goal ring. A shot hitting the ring counts one point; one which goes through the ring counts three points. After a point is made, the other team takes the ball out under the goal. A missed shot which remains in the court is anyone's ball.

In case of personal foul, the player fouled takes a free shot, and then his team takes the ball out under the goal. If a player holds the ball too long, it is brought out to the nearest side line by the opposing team. A ball going out of bounds is brought in by the team opposing the last player who touched it.

OF MAJOR INTEREST

a page for students and student major clubs

ARE YOU "4-F?"

ANITA ALDRICH, director of elementary physical education and secondary girls' physical education, Kansas City Public Schools, Kansas City, Missouri, is AAHPER president-elect. From her background of experience in working with teachers, she speaks here to students about four kinds of fitness that a teacher needs for a successful career.

Each generation of prospective career people feels that its era is the most stimulating and challenging time in which to enter a profession. Each generation sets forth in a dynamic society, anxious and willing to meet the demands of social change and progress. And each generation is judged by its ability to meet these challenges, both negative and positive. This ability to meet problems or pleasures with equanimity and poise is in direct ratio to the state of preparedness, to one's fitness, if you will!

Think with me through the next few paragraphs on the interpretation of four fitnesses which I encourage you, as students, to acquire in your academic preparation, in your association with family, teachers, and friends. These "4-F's," if pursued, will enhance your contribution to the profession which you enter and will bring you satisfactions and pleasure as a contributing member of the profession and of your nation.

Faithfulness

First, I direct your attention to the "F" which stands for faithfulness.

Since childhood you have been encouraged to show allegiance to a set of standards, to your family, to your school, to a belief in a divine being. You have been taught to be worthy of a confidence. It has been the hope of your parents and teachers that you would become trustworthy, sincere, and steadfast in principles defining your lives.

By now, your faithfulness to the purpose of quality education should be well formulated. You should be able to draw heavily on beliefs which allow you to move and have your being on a steady course, never faltering in decisions of highest purpose. Your faithfulness should have produced a strength of character that makes you, in the minds of others, stand for something worthwhile.

Your faithfulness to educational principles and objectives should enable you to be an effective teacher, presenting only the highest and finest for the consumption of those boys and girls and adults under your direction. Your faithfulness to your career should make you a tolerant, understanding, sympathetic individual sensitive to the needs of students and fellow associates.

Flexibility

The second "F" denotes flexibility in your adjustment to the professional pattern in which you may become a member.

Is your mind trained to consider all aspects of a situation and make suitable adjustments to the needs of the moment? Will you be willing to compromise, to reverse an opinion, to modify ideas for the sake of a more compatible solution? Can you accept decisions of administrators and at the same time retain the ability to persevere in light of new ideas? Are you flexible enough to weigh your personal pleasures and prejudices against the needs of society and make adjustments accordingly?

The dynamism of existence makes it necessary for all of us to be responsive to, or adjustable to, changing conditions. Physiological adjustments are often made involuntarily but more often than not, flexibility of thought requires mental discipline and effort in adapting or modifying preconceived opinions.

Forcefulness

The third of the "4-F's" to which I direct your attention is for forcefulness.

Forcefulness is dependent in great part upon one's dynamic approach to living. It has to do with a zest for being, which itself is dependent upon many things: good health, mental alertness, poise, confidence, and natural curiosity. Forcefulness suggests qualities of power, conviction, effectiveness, efficiency.

Power denotes one's ability to make decisions, to be in command of a situation, to exercise jurisdiction where authority is needed. Power carries with it many responsibilities. One must learn not to impose but rather to understand and act in truth and with consideration for all those involved. *Conviction* based on facts and understanding permits us assurance. Without a sense of deep conviction, one is lost in a morass of situations, people, ideas, needs, demands, and personal selfishness. *Effectiveness* implies the ability to produce positive results. The capacity for effective thinking and effective speaking is an important attribute of those individuals we designate as forceful. *Efficiency* refers to one's ability to exercise skills to one's utmost capability. It is maximum accomplishment with minimum effort.

The sum total is forcefulness, the third of the "4-F's"—the key to your professional accomplishments, to your dynamic approach to people and situations.

Freedom

The fourth "F"—freedom has perhaps the greatest significance of all. Freedom to make choices, to think, to act, to write, to worship, to work—this separates the human from the animal kingdom.

Freedom to make selections, whether they be inferior or quality choices, rests within the potential of every individual under democracy. Make certain your choices are based on fact tempered with tolerance and understanding.

The greatest privilege any individual will ever have is the freedom to work. Work brings personal satisfactions and gratifications that come only through the output of energy and the accomplishment of work produced through that energy. Learn to love work, to be stimulated through the challenges, the physical exertion, the mental consideration which must go into work well done. Cherish the freedom of making a choice of the kind of work you wish to do—then throw all of your energies into making your choice productive.

Freedom of worship is coupled closely with freedom to think, to balance the good with the bad, to revere that which is fine and true and worthwhile. The freedom to worship in any manner demands of you the best you have to give.

Freedom is not devoid of responsibility. We are bound through freedom to make choices, to think, to work, yes, even to worship only as long as our freedoms do not infringe on the rights of others. Analyze your freedom, live selectively, and create an environment of freedom for others based on your freedom of choice to live and let live.

Values for a Career

These "4-F's"—faithfulness, flexibility, forcefulness, and freedom—are a set of values, are criteria for evaluating your potential as you enter a career. Whatever line of pursuit you follow in health, physical education, or recreation, the choice of these "4-F's" will strengthen your position and enhance your life's worth.

A few years ago, an individual who possessed a rating of "4-F" was eliminated from the cause at hand. The "4-F's" which I have just discussed, however, are appropriate for the era in which we are living. They are the essence of success and happiness, of the productivity which is our very existence.

Are you, as a student, designing your life so that you may answer positively to the question, Am I "4-F?" ★

RESEARCH BULLETIN

Editor, DOROTHY R. MOHR
State University of Iowa, Iowa City

ABSTRACTS FROM RESEARCH QUARTERLY—OCTOBER 1961

These abstracts are summaries of articles appearing in the RESEARCH QUARTERLY, *which is published in March, May, October, and December by AAHPER. The column editor has presented the author's or her own summary of the important elements of each article in the October issue, so that all AAHPER members may know the results of the latest scientific study in health, physical education, and recreation. In some instances, the editor has added the author's or her recommendations for the implications of the research findings in teaching practices and/or curriculum construction.*

Barry, Allan J., and Cureton, Thomas K. *Factorial Analysis of Physique and Performance in Prepubescent Boys.* The purpose of this study was to assess, by means of factor analysis, the nature of the factors involved in the physique of prepubescent boys, and to examine the relationships between these build factors and ten measures of motor performance. These were: total strength (grip, back and leg); chins; dips; endurance hops; standing broad jump; 440-yd. run; running broad jump; high jump; "drop-off" between 440-yd. run and 60-yd. run; and agility run. The subjects were 95 boys aged 7-11, who were enrolled in the University of Illinois Summer Sports Fitness School and who were in the prepubescent stage of development. Three type factors of physique were observed: one related to growth in transverse directions and adipose tissue, and two related to growth in vertical dimensions, one characterized by a lean frame and attenuated limbs, the other by disproportionate development of the trunk and legs. Two further growth factors were isolated and tentatively named; one related to asymmetrical development of the upper and lower limbs, and the other leading either to wide shoulders and narrow hips or narrow shoulders and wide hips. Three factors related to motor ability were isolated: power, endurance, and dynamic shoulder strength. Two second order factors were noted: general size, differentiating between those above and below average in total body mass; and an unidentified factor that may be related to general motor ability. The morphological and performance measurements were found to be essentially unrelated, after general size was held constant, except for the factor of strength. When other studies have shown relationships between age and performance, teachers have often assumed that a combination of growth, developmental, and environmental influences were responsible. The results of the present study seem to indicate that, in the case of growth, size rather than shape is more important, and that endurance is unrelated to growth.

Blyth, Carl S., and Burt, John J. *Effect of Water Balance on Ability to Perform in High Ambient Temperatures.* To study the effects of water balance on ability to perform in high temperatures, 18 male subjects (college students and instructors) were subjected to exhaustion runs on the treadmill under three experimental conditions: normal water balance, dehydration, and superhydration. All three runs were performed in a temperature of 120 degrees F. No significant difference was found between performance under conditions of superhydration and normal water balance, but performance in the dehydrated state was significantly reduced. The condition of superhydration was induced by having each subject drink one liter of isotonic saline and one liter of water in the 30-minute period preceding the exhaustion run. Dehydration was induced by requiring each subject to lose 3 percent of his body weight in the 24-hour period preceding the run. This was accomplished by deprivation of water during the 24-hour period coupled with alternate 30-45 minute periods of sitting in a temperature of 120 degrees F. wearing sweat clothes.

The performance of a subgroup of 11 athletes under the condition of superhydration was significantly superior to their corresponding performance under the condition of normal water balance. The seven nonathletes did not exhibit this tendency. Although the numbers were small, this experiment might suggest that coaches who have restricted the water intake of teams have been unduly concerned about the dangers of superhydration on very hot days; they might well be more concerned about the ill effects of dehydration before and during exhaustive effort in high temperatures.

Bowers, Louis E. *Investigation of the Relationship of Hand Size and Lower Arm Girths to Hand Grip Strength As Measured By Selected Hand Dynamometers.* The objectives of this study were: (1) to discover the statistical relationship between the length of the hand and fingers and hand grip scores registered on a nonadjustable Narragansett hand spring dynamometer and scores obtained from the Stoelting adjustable hand dynamometer and cable tensiometer when adjusted to individual hand size; (2) to compare hand grip scores registered by the same individual on the adjustable and nonadjustable types of dynamometers; and (3) to investigate the relationship of such factors as hand width, forearm girth, wrist girth, height, body weight, and age to hand grip strength. The subjects were 100 volunteer men from required physical education classes whose ages ranged from 18 to 24 years. It was found that the measurements of the length of the hand and fingers and forearm girths were significantly related to hand girth strength. Holding weight constant changed the significance of only one of those relationships, namely the correlation between hand length and grip strength scores registered on the Narragansett dynamometer. In comparing the scores made by the same individuals on the three types of dynamometer, there was a significant difference only between average scores with the cable tensiometer and the Narragansett hand spring dynamometer. The adjustment of the dynamometers according to the length of the palm appeared to enable an individual to register hand grip strength scores more nearly related to the lengths of the hand and middle finger. Body weight was found to be related to hand grip strength and to some of the hand and lower arm measurements. The author concluded that the adjustable dynamometer more nearly reflected true hand strength because the adjustment permitted an individual to take full advantage of his leverage. Teachers who are planning to purchase grip strength dynamometers for use in schools might well consider carefully the results of this study in making decisions about the type of dynamometer to purchase.

Clarke, David H., and Henry, Franklin. *Neuromuscular Specificity and Increased Speed from Strength Development.* Arm strength, effective arm mass, and speed in a lateral adductive arm movement were measured in 62 college men and remeasured ten weeks later. The tests involved reaction time and speed of movement, the average of three strength tests, and the average of six arm mass measurements. The strength-mass ratio was computed for each subject because speed depends on the ratio of force to mass. During the ten-week interval, half of the subjects were given weight training exercises that did not involve the lateral arm movement, while the other half remained inactive (with respect to regular vigorous exercise) in order to provide a control group. The training group improved significantly in speed of movement, strength, and strength-mass ratio, whereas the control group declined significantly in strength and strength-mass ratio, showing no significant change in mass or speed of movement. Neither group showed a significant change in reaction time over

this ten-week period. The authors concluded that conditioning exercises of the progressive resistance type apparently caused increased average arm strength and increased average speed of the test movement. For the arm movement studied, individual differences in the amount of change in the strength-mass ratio were significantly related to individual changes in speed of movement. When no changes were involved, there was no relationship between individual differences in strength-mass ratio and speed of movement, thus supporting the theory of high neuromuscular specificity. For the teacher of physical education and the athletic coach, the results of this study might encourage the use of weight training exercises not only for increasing strength, but for improving speed of movement as well.

Clarke, H. Harrison, and Clarke, David H. ***Social Status and Mental Health of Boys as Related to Their Maturity, Structural, and Strength Characteristics.*** The purpose of this study was to assess the relationship between aspects of personal and social adjustment and the maturity, structural, and strength characteristics of 199 randomly selected boys 9 through 14 years of age. A sociometric questionnaire was administered to the boys 9 through 11 years of age, and the inventory called the Mental Health Analysis was given to the boys 12 through 14 years of age. The maturity measure was skeletal age, as assessed from wrist-hand X-rays by application to the Greulich-Pyle standards. The structural measures included body weight, standing height, upper arm girth, chest girth, hip width, calf girth, lung capacity, and the Wetzel Physique Channel. The strength tests included Rogers' arm strength score, Strength Index, Physical Fitness Index and an average of 12 cable-tension tests. When the sociometric questionnaire was used, positive relationships between peer status and body size and muscular strength were found. However, when the inventory-type instrument was used, the results were conflicting and contrary to those with the sociometric questionnaire. Thus the boys with superior physical traits enjoyed greater peer status, but when boys answered questions about themselves, the physically superior boys either recognized more problems and inadequacies within themselves or were more critical of their shortcomings in this respect. The authors suggested that investigations be directed toward discovering the source of the differences between the results obtained through the inventory-type of personal-social testing, and those methods involving sociometric techniques and judgment ratings. From such investigations, too, might come the construction of improved instruments for personal-social adjustment evaluation. Or, the profession might gain better insight into the shortcomings of these evaluative methods and how their use may be improved.

Crockett, David Samuel. ***Sports and Recreational Practices of Union and Confederate Soldiers.*** The purpose of this study was to investigate the place of sports and recreation in the life of Union and Confederate soldiers during the Civil War and to discover what types of sports and recreational activities were engaged in by these soldiers, which were most popular and why. The library and document research technique was used to gather the data. Sports and recreational activities discovered were classified under one of five major headings: combatives, country sports, quiet games, athletic games and contests, and miscellaneous sports and recreational activities. The investigation revealed 34 sports and recreational practices engaged in by Civil War soldiers. Probably the most popular and most widely engaged in activity, both North and South, was card playing. Baseball, or the similar game of town ball, appears to have been the most popular of all active sports. Swimming, fishing, and hunting were quite popular country sports; the sporting urge was sometimes secondary to urges of cleanliness and hunger. The soldiers seemed to love music, and singing, dancing, and band concerts were popular forms of amusement in the camps of both armies.

Dennison, J. D., Howell, M. L., and Morford, W. R. ***Effect of Isometric and Isotonic Exercise Programs upon Muscular Endurance.*** This study explored the relative effects of an isometric exercise program, the Commander Set (a series of static exercises developed by the late Commander Giauque and Arthur Steinhaus), and a regular isotonic exercise program of weight training, upon muscular endurance as measured by the Arm Strength Index devised by Rogers. This strength index involves high bar chinning and parallel bar dipping, as measures of muscular endurance. Two groups of ten male subjects, each enrolled in a required university physical education program, were equated on the basis of initial scores on the Arm Strength Index. Group I participated in the weight training program, and Group II performed the 13 exercises of the Commander Set once each day. Both groups met twice a week at the same hour on the same days, for a period of eight weeks. They were retested with the Arm Strength Index following the 16 exercise periods, with testing conditions identical to those of the initial testing. All subjects were asked not to take part in any other weight training courses during the period of the study. Both groups showed statistically significant improvements in chinning and dipping ability, and the difference between the improvements of the two groups was not significant. The Commander Set program requires no equipment and entails a fraction of the time to complete, in comparison with a regular weight training program. The results of this

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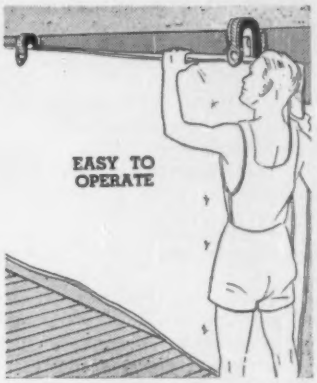

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study suggest wide possibilities for out-of-gymnasium situations in which improvements possibly can be made in muscular endurance without devoting gymnasium time to this objective and without the necessity of extensive equipment. It is also possible that isometric exercise programs might produce improvement in other aspects of fitness, and further work in this field is clearly indicated.

Henry, Franklin M. ***Stimulus Complexity, Movement Complexity, Age, and Sex in Relation to Reaction Latency and Speed in Limb Movements.*** Reaction latency and time required for basic arm movements at maximal speed, involving a forward arm swing, an upward and forward thrust, and a lateral downward movement following an upward and lateral movement (and variations of this), were measured in 402 subjects. These included both sexes and several ages within the range of 8-30 years. Variation of stimulus type and complexity as well as movement type and complexity had no influence on the extent of relationship between reaction and movement times. Neither age nor sex influenced the amount of relationship, which was close to zero under all conditions. The reaction and movement time measures were found to be highly reliable. Women reacted slower than men, but this difference was not significant. They also averaged 22 percent slower in movement time than men. Subjects under 18 years of age reacted and moved slower than the adults in the study. The results of this study seem to indicate that the relationship between reaction time and speed of movement is practically nonexistent, unless other factors or agents are inserted.

Kroll, Walter. ***Relationship of the Interval of Time Between Paired Auditory and Visual Stimuli and Reaction Time.*** The purpose of this study was to investigate the relationship of the interval of time between paired auditory-visual and paired visual-auditory stimuli and hand reaction time. Twenty male graduate students were randomly assigned by pairs into two experimental groups. These subjects were former athletes, ranging in age from 24 to 44 years. The interval of time between stimulus presentation was constantly changed, and varied from 50 to 500 milliseconds. In general, the results supported previous reports citing delays in the second response member when the interval of time between stimulus presentation in a paired response situation was 0.5 seconds or less. Delays in second responses occurred regardless of the sequence of stimulus presentation. The fact that delays were incurred with both stimulus sequences and that delays for left hand reaction times were greater in the visual-auditory sequence than in the auditory-visual sequence appears to support the theory of a single channel concept of human response processes. However, in the separate trend analyses for each experimental group, the data suggested a source of additional delay in second response reaction times which could not be accounted for.

Michael, Ernest D., Jr., Gallon, Arthur, and Adams, Adran. ***Response to a Cold Pressor Test during Physical Training.*** Fourteen members of a college varsity basketball team and a control group of 10 physical education majors not in training were the subjects for this experiment. Both groups were tested each three to four weeks during a 17-week season of basketball competition. After resting blood pressure and pulse rate measurements were obtained, the subject placed the right hand to above the wrist in 4°C water. The systolic and diastolic pressures were recorded before and each 30 sec. during 60 sec. immersion and 90 sec. recovery. Following the cold pressor test, the subjects stepped up and down for one minute on a 17-in. bench at the rate of 36 steps per minute. The sitting pulse rate was counted before, immediately after the exercise, and each minute during 3 min. recovery period. It was found that the experimental subjects made significant changes with respect to the step test recovery pulse rate within three weeks. The blood pressure responses to the cold pressor test remained within normal limits during training. The diastolic pressure response increased significantly, but the systolic pressure response was not affected by training. No significant changes were found in the control group. The results indicated that the physical conditioning affected the local vascular response to pain, that a possible increased sensitivity or tone of the peripheral vessels resulted from physical training. Other recent experiments have indicated that daily physical conditioning results in certain peripheral vascular changes in man. This suggests that conditioning may bring about a more sensitive response to stress. The present study was carried out to investigate the possibility that physical training for athletic competition results in an adjustment of the autonomic nervous system to stress other than exercises, namely, the immersion of the hand in extremely cold water. The findings of the study seem to support this theory.

Nelson, Dale O. ***Effect of a Single Day's Swimming on Selected Components of Athletic Performance.*** This investigation was conducted because many coaches and physical educators show real concern when swimming is mentioned along with competition in another sport.

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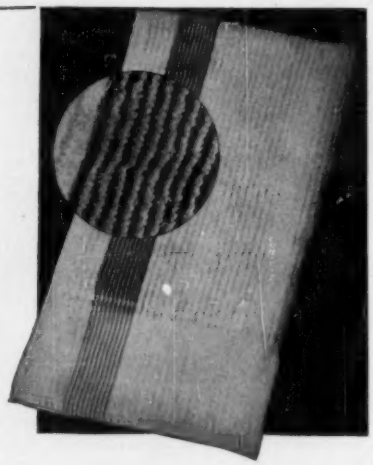

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McARTHUR GYM TOWELS

There seems to be a belief that swimming tends to soften, lengthen, and stretch muscles so that they are ineffective in the performance of any skill involving explosive power. Others believe that swimming movements interfere with the learning of various sports skills. This investigation was conducted to study the effect of 45 minutes of swimming on selected components of athletic performance as measured by the following tests: starting and running, back strength, leg strength, bicycle ergometer (combination of strength and endurance, but predominantly endurance), and vertical jump (explosive power). The subjects were 16 male physical education majors representing varieties of physique and athletic ability, all in excellent physical condition. Each subject was pretested for three days on all tests for the purpose of learning and conditioning and to form a base of scores for checking his performance on the subsequent swimming days. Swimming periods were 45 minutes of supervised activity, consisting of playing water basketball continuously and active endurance swimming for the last five minutes. Following each day's swim, subjects rested for one hour, after which they were tested on one test only. A single period of swimming was not found to have any significant effect on the back and leg strength, the bicycle ergometer performance, and starting and running. There was, however, a significant decrease in explosive power as measured by the vertical jump. Other studies show that strenuous activity within a particular day has an adverse effect on jumping power, so this result may not be specific to swimming. More studies should be conducted to resolve this problem, with athletes in training included in the groups of subjects. Perhaps the swimming period used in this study was more strenuous than necessary.

Race, Donald E. ***A Cinematographic and Mechanical Analysis of the External Movements Involved in Hitting a Baseball Effectively.*** A controlled, cinematographic study was made of 17 proficient, professional hitters of the Eastern League hitting a baseball effectively, in order to make a qualitative and quantitative analysis of the mechanics of hitting. In the qualitative analysis each hitter was analyzed only in the portions of the films showing movements involved in hitting the ball for very long distances or in line drives that carried the ball beyond the limits of the infielders in their normal positions. The emphasis of the mechanical analysis was on the phases of the batting movements commencing with the initial forward, linear, or rotary movements toward the path of the baseball and terminating at the instant the hitter's bat contacted the baseball. The camera was calibrated so that the speed of any selected bodily movement could readily be obtained by counting the number of movie frames needed to film it. The quantitative measurements included: velocity of bat and relative force; relative velocities of major bodily segments; distance of the ball from home plate when the swing begins; bodily incline during hitting; forward knee extension when the ball is hit; rear elbow extension at the moment of hitting; level of head during effective hitting; and preparatory batting movements of the stance. Angular measurements of the forward-swing bat showed a sharply increasing rate of velocity as the bat approached the baseball. The generation of force imparted to the bat was made possible by the far greater velocity of the hands-and-wrists over the hips, and similarly, of the hips over the striding foot. The findings of this study indicate that the rotary motion initiated by rather dramatic hip rotation and culminated by quick and powerful wrist action was paramount among the movements employed by these professional hitters while engaged in effective hitting. The value of the secondary motions rested on their responsibility in safeguarding the full limits of the forward thrusting, rotary force while maintaining bodily balance.

Smith, Leon E. ***Relationship between Explosive Leg Strength and Performance in the Vertical Jump.*** With 70 college men as subjects, explosive leg strength was measured with a conventional leg strength dynamometer, using the belt method, except that the subject controlled his position with his back and hips sliding on a wall and contracted the leg muscles explosively. The position was adjusted to bring into play, insofar as possible, the major muscle groups that seemed to be used in the power thrust of the vertical jump. Three trials were given one day before the jump test. Then the subjects performed a modified Sargent jump that used no arm snap. The reliability of all measures was high. There was no significant correlation between the height jumped and either the strength-mass ratio or simple strength. Individual differences in vertical jumping performance, as measured in this study, had little or no relationship to explosive leg strength or the ratio of leg strength to body mass. This finding supports the hypothesis that strength exerted against a dynamometer involves a different neuromotor pattern from that controlling the muscles during a movement. The author failed to note that the findings also might suggest that the face validity of the Sargent jump as a measure of explosive leg power might be questioned.

NOTICE

The editor of the Research Bulletin urges that AAHPER members send information concerning current research studies for inclusion in this column.

NEWS ACROSS THE NATION

Basketball Commemoration Day

The game of basketball received special recognition at its birthplace, Springfield College, on November 6 in ceremonies which honored its inventor, James Naismith, and marked the official start of construction of the Basketball Hall of Fame.

Ceremonies at Springfield College began on the morning of November 6 with a Convocation during which a four-cent commemorative stamp honoring basketball and its founder was officially issued. (The November JOURNAL featured a cover honoring the founding of basketball and notice of the issuance of the new stamp.) Dr. Glenn A. Olds, president of Springfield College, addressed a capacity audience at Memorial Field House. At noon, spectators gathered at the site of the Hall of Fame for brief exercises marking the laying of the cornerstone. After the cornerstone ceremonies, around 1,000 attended a luncheon honoring members and electees of the Hall of Fame.

Plans for a Basketball Hall of Fame were first proposed in 1938 but were interrupted by the war. In 1949 a new drive to raise funds was initiated by the National Association of Basketball Coaches. A site for the Hall of Fame was picked out in 1959 at the eastern end of the Springfield College campus overlooking Lake Massasoit. Edward J. Hickox, coach, Edward S. Steitz, director of athletics, both of Springfield College, John W. Bunn, now head basketball coach at Colorado State, and Roy C. Chapin, chairman of the board of the Security National Bank in Springfield, were among those who made long-term efforts in the promotion of plans for the Hall of Fame. When completed, the Naismith Memorial Basketball Hall of Fame will join structures in Cooperstown, New York (baseball) and New Brunswick, New Jersey (football), as memorials to competitive games originating in the United States.

Among the items which have been collected during the past few years to be placed in the Hall of Fame are the basketball used in the 1936 Olympic Games, the first time basketball was included in Olympic competition; a photostatic copy of Dr. Naismith's first typewritten rules in 1891; and slides of the first outdoor games of basketball given by Amos Alonzo Stagg.

Overall chairman for Basketball Commemoration Day was Edward S. Steitz. Members of the Springfield College faculty serving as committee chairmen included Edward J. Sims, assistant professor of English; Reuben B. Frost, director of the Division of Physical Education; John J. Costello, assistant professor of physical education; Ruth Evans, professor of physical education and director of physical education for women; Fred B. Bratton, professor of history and literature of religion; and George D. Wood, Jr., director of public information.

University in Japan Needs Gym

The Women's Planning Committee of the Japan International Christian University Foundation has chosen as its project for 1962 the development of an adequate physical education program at the University. Located in Tokyo, the International Christian University is an interdenominational Protestant institution founded in 1949 with students and faculty from all parts of the world. Since there is no gymnasium on the campus, no organized year-round athletic program has been possible. The Women's Planning Committee hopes to raise $100,000 toward the construction of a gymnasium and the promotion of a strong physical education program. Contributions may be sent to the Japan International Christian University Foundation, Inc., 475 Riverside Drive, Room 1220, New York 27, N. Y.

Touch Football at Penn State

The College of Physical Education and Athletics at Pennsylvania State University has organized a men's intramural touch football program in which 139 teams participate. Over 400 games will be played this fall on the eight lighted fields which have been made available for the program. Students are organized into teams according to their town, dormitory, or fraternity residence. Each team plays five games before the play-offs.

University of Illinois Tests New Class Scheduling Plan

The University of Illinois is offering a new plan for class scheduling in physical education which should result in maximum use of facilities and increased enrollment. Students may enroll in one of three types of classes: one which meets for 30 minutes three times a week for 16 weeks; one which meets for 45 minutes twice a week for 16 weeks; or one which meets for 90 minutes twice a week for 8 weeks. The new class scheduling plan, which was tested first during the spring semester of 1961, enabled the basic instruction program to enroll 35 percent more students. School officials expect that the plan will allow them to absorb the increases in enrollment during the next five years.

C. L. Brownell Retires

The retirement of Clifford L. Brownell as chairman of the Department of Health Education, Physical Education, and Recreation, Teachers College, Columbia University, marks an outstanding career of leadership in the field of education. Dr. Brownell began his career in a one-room rural school in Williamson, New York, where he taught in 1912-13. After several other teaching assignments, he became director of health and physical education for the Newton, Massachusetts, public schools and then for the Ohio State Department of Education. In 1929 he joined the staff of Teachers College, Columbia University and in 1940 became chairman of its Department of Health Education, Physical Education, and Recreation, the position he held at retirement in June 1961.

During his career, Dr. Brownell has held many offices in state, district, and national professional organizations. The AAHPER claimed his services often during the years: he was parliamentarian 1936-42, on the board of directors 1949-56, and president 1952-54. He received an AAHPER Honor Award in 1934. He has also served as president of the Eastern District AAHPER, on the board of directors of NEA's National Commission of Safety Education, and on President Eisenhower's Citizens Committee on Youth Fitness. Among the professional organizations of which he is a member are NEA, AAHPER, American Public Health Association, AAPE, CPEA, and American College of Sports Medicine.

Dr. Brownell's contributions to the literature of the field include *Source Book in Health and Physical Education; Health and Physical Education for Public School Administrators; Principles of Health Education Applied; Physical Education: Foundations and Principles; Public Relations in Education;* and other texts in health, safety, and physical education. He has written many articles in periodicals such as *School and Society, American Physical Education Review,* and *JOHPER.* Dr. Brownell is now professor emeritus in health and physical education at Teachers College.

Qualities of a Good Teacher

Physical energy and drive are major characteristics of an outstanding teacher, according to an investigation of teacher effectiveness by the University of Wisconsin. In a recent report, *Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness,* a

critique and summary of more than 75 doctoral dissertations on various teaching aspects, six universally applicable characteristics of the good teacher are listed. In addition to physical energy and drive, an effective teacher must have high basic intelligence, a thorough knowledge of his subject matter, good verbal facility, creative imagination, and personal and moral qualities such as patience, emotional stability, judgment, and maturity.

Governments Aid Sports Programs

The Canadian House of Commons has passed a bill to provide funds for encouraging, promoting, and developing, fitness and amateur sports in Canada. The bill will authorize government assistance in the promotion and development of Canadian participation in national and international sports, including the training of coaches and other personnel. The sum of $5,000,000 per year was appropriated for this purpose.

In a similar move, the French government has given approval to spend more than $45,000,000 on the betterment and expansion of various sports.

Boys' Clubs Train Personnel

An inservice training program in administration and management is being offered by the Boys Clubs of America to their youth-guidance workers, under the sponsorship of the Kellogg Foundation. Executives of some 600 Boys' Clubs will study administration, financing, building management, modern business psychology, communications and related fields. The program is planned as a series of short training institutes to be held during the next four years.

New York University, through its School of Education, will cooperate in developing and operating the project. E. W. Pastore, BCA's director of personnel and training, will serve as project supervisor. The Kellogg Foundation is providing grants, totaling $168,200.

Bowling New NAIA Sport

The National Association of Intercollegiate Athletics has announced that bowling will now be considered one of the regular sports competitions for NAIA members. Arrangements are now being completed for the first national intercollegiate bowling championship tournament to be held in Kansas City next April. The Bowling Proprietors' Association of America will assist the NAIA in setting up its bowling program and provide facilities for the national championships. Bowling is the eleventh sport in the NAIA's national championship program. Others are soccer, cross country, football, basketball, swimming, wrestling, baseball, track and field, tennis, and golf.

Therapy Program Accredited

Eastern Washington State College recently became the first school in the United States to have its corrective therapy programs accredited. Accreditation to the school's undergraduate pre-corrective and graduate corrective therapy programs was granted by the Association for Physical and Mental Rehabilitation at its annual convention last July. The program includes a 60-credit undergraduate major in health and physical education leading to the B.A. in education degree and a corrective therapy major leading to the M.A. in education degree. For clinical training, EWSC is associated with the Veterans Administration hospital in Portland, Oregon, which has established a certification team to administer the examination for certification to those completing their clinical training.

List of Rehabilitation Personnel

If you work in the area of adapted or physical education in rehabilitation in public or private schools, colleges, or universities, the Committee on Rehabilitation and Therapeutic Exercise of the AAHPER Research Council would like to be informed. The committee is compiling a list of all personnel working in this area (with either major or minor emphasis). Information should be directed to the committee chairman, Karl K. Klein, associate professor of physical education, University of Texas, Austin 12, Texas. Please include (1) a short summary of the number of students you work with, (2) how you function in relation to the medical personnel of your school, and (3) any basic research in progress in adapted techniques or specific exercise procedures.

NAMES IN THE NEWS

Bernard I. Loft, past vice-president of the AAHPER and chairman of Indiana University's Division of Safety Education, received a plaque at the National Safety Congress for outstanding service as general chairman of the Higher Education Section for the National Safety Council during 1960-61.

Eloise Centoz has been appointed director of the Travel Department of the American Youth Hostels, Inc. Miss Centoz was formerly employed by the Girl Scouts of America where she had been active in the International Exchange Program for teenagers.

Norman P. Miller, associate professor of physical education at UCLA, was recently named to the newly-created position of recreation coordinator at the university. Dr. Miller will be responsible for coordinating recreational programs for the more than 4,000 students living on the UCLA campus.

Fellowships and Assistantships

• Accredited college graduates with a major in health, physical education, or recreation and high scholastic standing are eligible to apply for graduate assistantships in health and physical education or recreation education at Pennsylvania State University. Graduate assistants may work toward the M.S., M.Ed., Ph.D., or D.Ed. degrees. They will be given teaching assignments for three of their four terms, receiving a stipend of $1710 for the three terms of teaching and exemption from course fees for all four terms. For application forms, address: *health and physical education–recreation,* Prof. G. N. Thiel; *women's physical education,* Prof. Martha Adams; and *graduate school,* Dr. H. K. Schilling—all at Pennsylvania State University, University Park.

• Southern Illinois University announces the availability of graduate assistantships and fellowships in physical education for women. Graduate assistants working toward master's degrees will receive $180 a month for the academic year, graduate fellows $150 a month. Graduate assistants working for doctor's degrees will receive $210 to $240 a month, graduate fellows $180 a month. Tuition is free to both assistants and fellows. Application forms may be obtained from Dorothy R. Davies, chairman, Women's Physical Education, Southern Illinois University, Carbondale.

• Eastern Illinois University will have available graduate assistantships in physical education for men and women for the 1962–63 school year. Students who hold graduate assistantships may pursue a program of graduate work equivalent to three-fourths of a full load and will in addition be assigned teaching duties in the physical education program. Applications should be addressed to the head of the Department of Physical Education for Men (or Women), Eastern Illinois University, Charleston. Deadline is March 1, 1962.

• Twelve teaching assistantships in health education are available for the 1962–63 year at the University of Illinois. Nine quarter-time assistantships are open to men working toward the M.S. degree in health education; they carry a stipend of $1,000 plus free tuition. Two half-time assistantships are open to women working toward the M.S. degree in health education; they carry a stipend of $2,000 plus free tuition. One half-time assistantship is open to a man or woman working toward the Ph.D. degree, major option in health education; it carries a stipend of $3,000 to $3,200 plus free tuition. Candidates should write at once to H. S. Hoyman, Dept. of Health and Safety Education, College of Physical Education, University of Illinois, Urbana.

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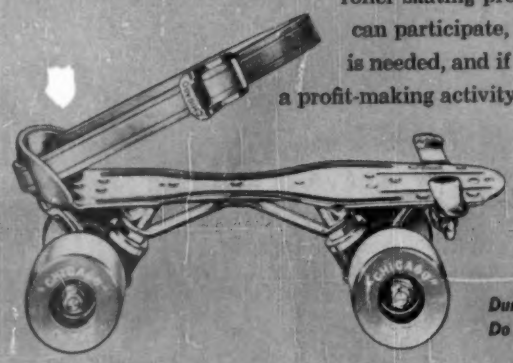

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Physical Education in Thailand

(*Continued from page* 38)

The Thai government, and especially the Ministry of Education, is now convinced that the so-called academic areas do not make a full and complete education. They are concerned over the increased leisure, the health of the nation, the signs of delinquency, and the need for improved mental health. They know that special areas of instruction will develop skills, attitudes, and interests which will go a long way toward preventing and allaying the negative results of a modern education in an underdeveloped nation. They know that only as they see the total child, and the total man, can they develop the kind of education necessary for today's world. They have had nothing but academic learning for a long time, and it has not given them the answers to the problems they now face. Now they know the value of recreation in a modern culture; they know the need for use of body for total health; they know the need to improve their total curriculum offerings. They are adding health education, physical education, recreation, and adult education to the existing bare essentials of an academic education. The suggestions, recommendations, and teaching of the American specialists are well accepted, and the results are gratifying to those of us who have the privilege of acting as consultants and visiting professors.

The physical education curriculum in the National College has been extended to four years. The college became affiliated with the Royal University; the government extended the compulsory education law; money was appropriated for the improvement of the national park program; money was allocated for a public swimming pool; a Citizen's Advisory Committee for Recreation was established; a recreation consultant on a long-term basis was requested. Indigenous leadership is to be developed; youth centers are to be established; facilities are to be built; exchange scholarship are to be continued. Thailand is well on the way to developing a modern program for a modern society. ★

STATE AND DISTRICT ASSOCIATION NEWS

STATE MEETINGS

• The Missouri AHPER met November 3 in St. Louis. The program included lectures and demonstrations of elementary school gymnastics, dance, and weight training.

• The annual conference of the Pennsylvania AHPER was held December 6-9 in Pittsburgh. General session speakers were Richard M. Barrick, education facilities coordinator, Pittsburgh public schools; George Seedhouse, coordinator for recreation, Cleveland, Ohio, public schools; Daniel Horne, American Cancer Society; and Laura J. Huelster, vice-president of AAHPER for physical education.

• The fall conference of the Kentucky AHPER was held October 27-29 at Kentucky Dam Village, Gilbertsville, in conjunction with the state meeting of the Kentucky Recreation and Parks Society. Speakers emphasized the conference theme: "Where Are We in Kentucky and Where Are We Going in HPER?"

• The West Virginia AHPER sponsored four regional meetings during the month of October. Region I met in Huntington on October 26, Region II in Parkersburg on October 23, Region III in Martinsburg on October 19, and Region IV in Clarksburg on October 16.

• The Minnesota AHPER held its annual meeting November 17-18 in Minneapolis. Keynote speaker for the convention was Edward D. Greenwood, M.D., coordinator of training in child psychiatry, the Menninger Foundation, Topeka, Kansas.

• For the third year, the Virginia AHPER held its annual meeting in conjunction with the Virginia Education Association Convention, on November 3 in Richmond.

• "Challenge of the 60's" was the theme for the 44th annual convention of the Oregon AHPER which took place in Portland, November 30-December 2. Principal speakers were Arthur Flemming, president of the University of Oregon; Leon P. Minear, Oregon superintendent of public instruction; and Clair V. Langton, director of the Physical Education Division, Oregon State University.

• William Noonan, physical education and sports specialist for the U. S. Department of Health, Education, and Welfare, was the principal speaker at the fall convention of the Maryland AHPER, held October 20 in Baltimore. Mr. Noonan's topic was "Fitness Today."

• Montana's annual AHPER convention was held October 26-27 in Billings. General session speakers included publisher Bennett Cerf, noted anthropologist Margaret Mead, and John Cooper, president of the AAHPER Research Council.

• The state convention of the Iowa AHPER met October 20 in Des Moines. Speakers discussed such topics as intramurals, teaching of motor skills, teacher training weaknesses, and movement exploration.

• The three district conventions of the Tennessee AHPER held this fall were highlighted by the following speakers: western district — Arthur Steinhaus, George Williams College, Chicago; middle district — Ted Forbes, President's Council on Youth Fitness; and eastern district—S. C. Staley, former dean, College of Physical Education, University of Illinois, Urbana.

State Sponsors Clinic

A clinic cosponsored by the Iowa AHPER and its Northeast District Association was held September 23 in Cedar Rapids, Iowa. Demonstrations were given in elementary school dance, field hockey, track and field, and visual aids used in coaching. Participants in the clinic were also given a tour of the Nissen Trampoline Company.

Delaware Elects Officers

At the recent Delaware AHPER convention held in Wilmington, Delaware, the following officers were elected for the coming year: *president*—Jay Widdoes, Brandywine High School, Wilmington; *president-elect*—Bruce Frederick, Wilmington; *vice-president, physical education*—William Santo, Harrington High School, Harrington; *vice-president, health education*—Elizabeth Stewart, Mt. Pleasant Junior High School, Wilmington; *vice-president, recreation*—E. Preston Mitchell, Delaware State College, Dover; *treasurer* — Beatrice Autman, P. S. duPont High School, Wilmington; and *secretary*—George W. Ayars, Dept. of Public Instruction, Dover.

HONOR AWARDS

• At the Southern District convention held in Atlanta, Georgia, Willis J. Baughman was presented the 1961 Southern District honor award. Dr. Baughman has served as a member of the Board of Directors in the Southern District for the past four years.

• The Alabama AHPER presented its 1961 honor award to Harriette Louise Donahoo, associate professor of health, physical education, and recreation at Auburn University, at the state convention held in Birmingham, March 17. Miss Donahoo has served in the offices of membership chairman, vice-president, and president of the state association.

• The following members of the Tennessee AHPER won honor awards for 1961: Helen B. Watson and George Brady of the University of Tennessee, and Ned Warren of Peabody College.

• At the annual meeting of the Utah AHPER, special awards were given to Reed Swenson of Weber College (see picture) and to three Utah schools, Durrant Elementary School of Price; Clayton Junior High of Salt Lake City; and Bear River High School of Tremonton, for their outstanding efforts in physical education programs.

• George Schollenberger and John H. Jenny received professional honor awards at the recent Delaware AHPER convention. Mr. Schollenberger teaches at Laurel High School, Laurel, and was president of the state association in 1944-45. Dr. Jenny is supervisor of health and physical education for the Wilmington public schools. A layman's award was presented to Robert W. Frelick, attending chief of medicine at Memorial Hospital in Wilmington.

Dr. Reed Swenson, seated, receives congratulations for his achievement award from officers of the Utah AHPER (l. to r.) Milton R. Hartvigsen, retiring president; Carol Gordon, president-elect; and Parlell Peterson, president. Dr. Swenson, now athletic director and chairman of the Physical Education Division at Weber College in Ogden, was cited for meritorious service to his profession.

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Coach's Dilemma

(*Continued from page 25*)

as he once did (however poorly that may have been) and has not mastered the techniques that are foreign to him, may be eliminated entirely if the coach and the player are both alerted to this danger. A realistic approach enables the athlete to focus his full attention on learning; it reduces the psychological burden of excessive anxiety and unnecessary concern over a problem that he can and will overcome with studied application on his part—and with the encouragement, understanding, and patience of the coach.

Understanding the implications of the transitional stage of learning will also serve to reduce the athlete's natural desire for immediate results when employing a new procedure, thereby helping to eliminate another psychological problem. The desire for speedy perfection and the loss of interest which follows when this desire remains unmet is another serious pitfall that can be avoided. The more likely occurrence is that the athlete making change will get worse before he gets better. Obviously, an awareness of this perplexing situation is the first step in making adjustments to overcome it.

During the transitional stage, the athlete needs encouragement as much as he needs suggestions and advice for mechanical improvement. The coach must exhibit extreme patience during this period, coordinating his suggestions for mechanical improvement with a sincere understanding of the athlete's psychological state.

Unawareness of the problem of the transitional stage of learning, and an inability to cope with it if discovered, will only serve to compound the innumerable problems of the coach and to produce discouragement and failure with all its negatively concomitant ramifications for the athlete. Understanding, encouragement, constructive criticism, patience, praise when deserved, and sincerity of purpose are the requirements for the coach who looks for beneficial results from a change in technique. ★

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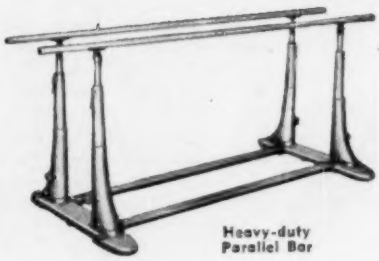

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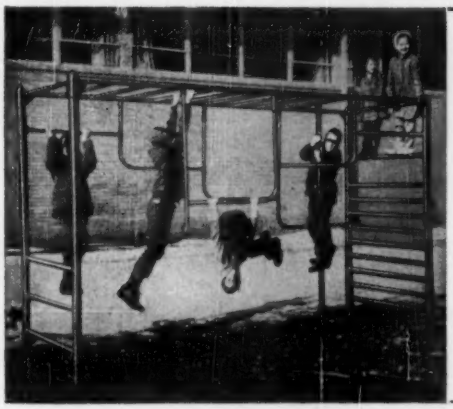

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1961 INDEX, VOLUME 32

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PART I—SUBJECT MATTER INDEX

AAHPER

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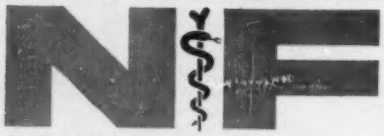

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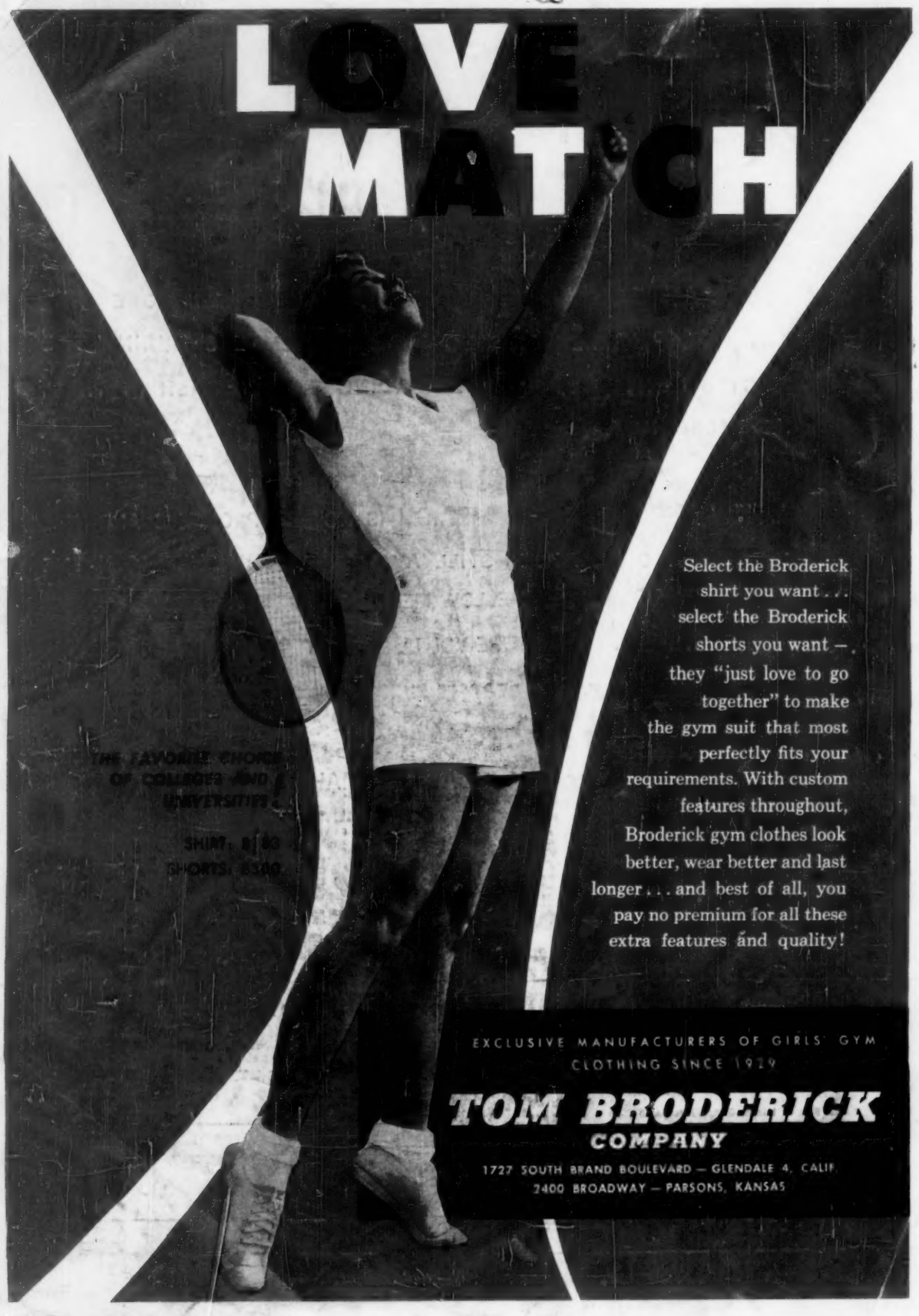

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